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**CATALOGUE**

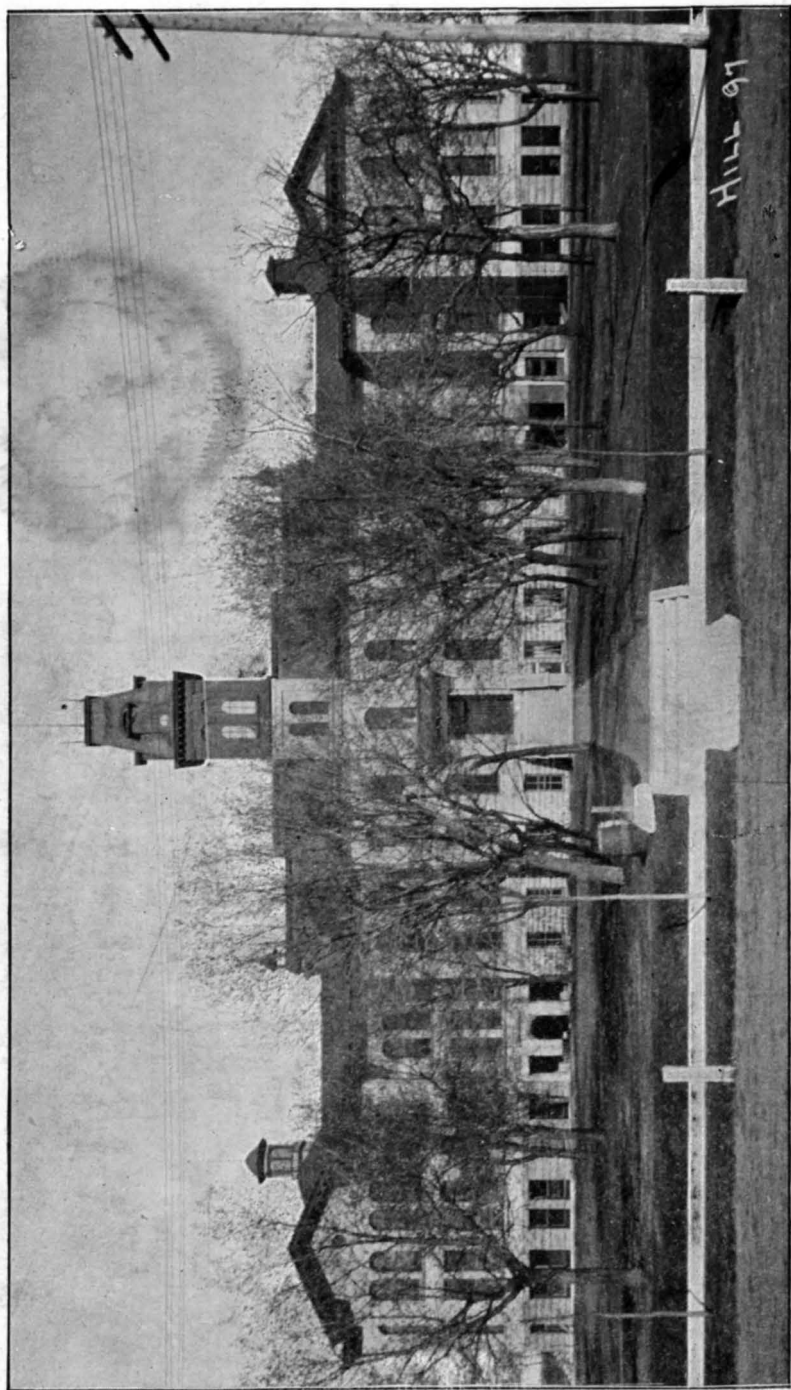
*OF THE*

**STATE ♦ NORMAL ♦ SCHOOL**

**St. Cloud, Minnesota**

**FOR 1900-1901**

**And Circular for 1901-1902**



STATE NORMAL SCHOOL, ST. CLOUD.



ANNUAL CATALOGUE

OF THE

State Normal School

St. Cloud, Minn.

For the School Year Ending June 12, 1901

WITH

Annual Announcement

For the Year 1901-1902.






45604

## State Normal Board.

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Hon. J. W. OLSON, Ex-Officio,	-	-	-	St. Paul.
Superintendent of Public Instruction.				
Hon. A. T. ANKENY,	-	-	-	Minneapolis.
Hon. C. A. MOREY,	-	-	-	Winona.
Hon. GEO. H. CLARK,	-	-	-	Mankato.
Hon. W. B. MITCHELL,	-	-	-	St. Cloud.
Hon. C. A. NYE,	-	-	-	Moorhead.
Hon. W. S. HAMMOND,	-	-	-	St. James.
Hon. J. C. NORBY,	-	-	-	Ada.
Hon. W. F. PHELPS,	-	-	-	Duluth.

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## Officers of the Board.

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A. T. ANKENY,	-	-	-	President.
J. W. OLSON,	-	-	-	Secretary.
C. A. MOREY,	-	-	Resident Director,	Winona.
GEO. H. CLARK,	-	-	Resident Director,	Mankato.
W. B. MITCHELL,	-	-	Resident Director,	St. Cloud.
C. A. NYE,	-	-	Resident Director,	Moorhead.
W. F. Phelps,	-	-	Resident Director,	Duluth.

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*Annual Meeting of the Board on the first Tuesday in June,  
at the office of the Secretary in St. Paul.*

## Faculty of Instruction.

Arch  
LD  
4797  
.S6  
M5+  
1900-1909

- GEO. R. KLEEGERGER, B. S., President,  
Psychology and Science of Education.
- ISABEL LAWRENCE,  
Psychology, Methods and Superintendent of Training School.
- \*GEO. C. HUBBARD, B. A.,  
Biological Science.
- P. M. MAGNUSSON, Ph. D.,  
History, Civil Government.
- M. D. AVERY,  
English.
- K. C. DAVIS, Ph. D.,  
Biological Science.
- CLAUDE RIDDLE, B. S.,  
Physical Science.
- P. P. COLGROVE, Ph. D.,  
Psychology, Mathematics and Geography.
- ELSPA MILLICENT DOPP, M. L.,  
Literature.
- LULA MARGARET PALMER, A. B.,  
Latin.
- \*W. H. MACCRACKEN, Ph. D.,  
Geography and Physical Science.
- N. J. MACARTHUR, B. A.,  
Physical Training and Mathematics.
- WINIFRED KENELY,  
Drawing and Vertical Writing.
- \*MARY HELEN SMITH,  
Music.
- E. ESTELLE WOOD,  
Music.
- IVER JOHNSRUD,  
Critic in Training School, Ninth Grade.
- FRANC WILKINS,  
Critic in Training School, Grammar Grades.
- \*\*MARGARET M. JERRARD,  
Critic in Training School, Primary Grades.
- NELLIE M. CLUTE,  
Critic in Training School, Primary Grades.
- SARAH B. GOODMAN,  
Director of Kindergarten, Training Department.
- ELEANOR MITCHELL,  
Assistant in Kindergarten.
- GERTRUDE CAMBELL,  
Librarian.
- MABEL LYONS,  
Assistant Librarian.
- MRS. M. CAROLINA WOODWARD,  
Matron and Preceptress of Lawrence Hall.

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\*On leave of absence for one year.

\*\*On leave of absence for one term.

# Calendar.

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## FIRST TERM.

Entrance Examination, - Tuesday, Sept. 3, 1901.  
Class Work Begins - - - Thursday, Sept. 5.  
Term ends, - - - Friday, Nov. 29.

## SECOND TERM.

Entrance Examinations, - Monday, Dec. 2, 1901.  
Class Work begins, - - - Monday, Dec. 2.  
Term ends, - - - Friday, Mar. 7, 1902.

## THIRD TERM.

Class work begins, - - - Monday, Mar. 10, 1902.  
Term ends, - - - Thursday, May 29.

## HOLIDAY VACATION.

Begins at Noon, - - - Friday, Dec. 20, 1901.  
Ends 8:30 a. m., - - - Thursday, Jan. 2, 1902.

## COMMENCEMENT.

Thursday, May 29, 1902.



# **Circular.**

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## ***THE PURPOSE OF THE SCHOOL.***

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The aim of this school is to qualify young people for the teaching service of the state of Minnesota. To the extent that the purpose of an organization determines its character all the work of the school is professional. It does not give general culture for its own sake; it does not aim to prepare young men and women for college, nor for the general pursuits of life. It gives general culture. its graduates are admitted without examination to the State University and to other colleges, its professional work upon the common school branches and other subjects includes a preparation for business, and the moral education which qualifies young men and women to be safe guides for the state's children is a good preparation for "complete living," and is beneficial in all the walks of life; but these results, though actual and abundant, are incidental to the primary purpose of the school.

The constantly increasing demand for better schools gives rise to an urgent demand for more teachers who have received adequate training and preparation for their work. It is the special function of the Normal school to supply this demand.

## ***COURSES OF STUDY.***

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By the action of the Board of Normal School directors, provision is made for five courses of study, the relative time given to the various subjects in each being indicated on the following pages:

(1.) An Advanced English course, extending through five years.

(2.) An Advanced Latin course, extending through five years.

(3.) An Advanced course for graduates of high schools and colleges, extending through two years.

(4.) An Elementary course for graduates of high schools and colleges, extending through one year.

(5.) A Kindergarten Training course of two years.

(6.) An Elementary certificate course extending through three years.

#### **CONDITIONS OF ADMISSION.**

(1.) Applicants for admission to the first year class of courses one (1), two (2) and six (6) are required to present certificates from the State High School board, or to pass examinations in the subjects of Arithmetic, Grammar, Geography and United States History. They are expected to have a thorough knowledge of the subjects named as presented in the larger editions of the current leading modern text-books.

In Reading, they are to show ability to read at sight, intelligently and fluently, ordinary, easy prose and simple poetry; and in Composition, the ability to write a simple essay or a letter correctly and in proper form.

Persons holding teachers' certificates of the second grade, will be admitted to the first year class without examination.

(2.) Courses three (3), four (4) and five (5) have been arranged to meet the wants of graduates of high schools and colleges, who intend to teach and who desire to make professional preparation for the work.

Admission to these courses is granted to all who have taken a four-years high school course, or its equivalent. All

who are admitted to these courses must present standings in U. S. History, Civics, Physiology and at least two of the following subjects: Botany, Zoology, Physics, Chemistry. Any of these subjects in which standings are lacking, must be taken in addition to the work designated in the catalogue, before receiving the diploma of graduation.

After June 1, 1902, HIGH SCHOOL standings will be required for entrance to these courses in the following subjects: Civics, one half year; American History, one-half year; Chemistry, one-half year, or Physics, one year; Botany, one-half year, or Zoology, one-half year.

(3.) All persons completing any one of the courses one (1) to five (5) will be granted a diploma of graduation. Those completing course six (6) will receive a certificate to that effect.

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### ***NORMAL SCHOOL DIPLOMAS AS STATE CERTIFICATES.***

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By legislative enactment, State Normal school diplomas and certificates are valid as certificates of qualification to teach in the schools of the state under the following provisions, viz:

(1.) A diploma of any one of the State Normal schools is made a temporary state certificate of the first grade for two years.

(2) The certificate of a state normal school in Minnesota that the holder has completed the three (3) years' certificate course in that school, shall, when approved by the state superintendent of public instruction, entitle the holder thereof to a certificate of the first grade.



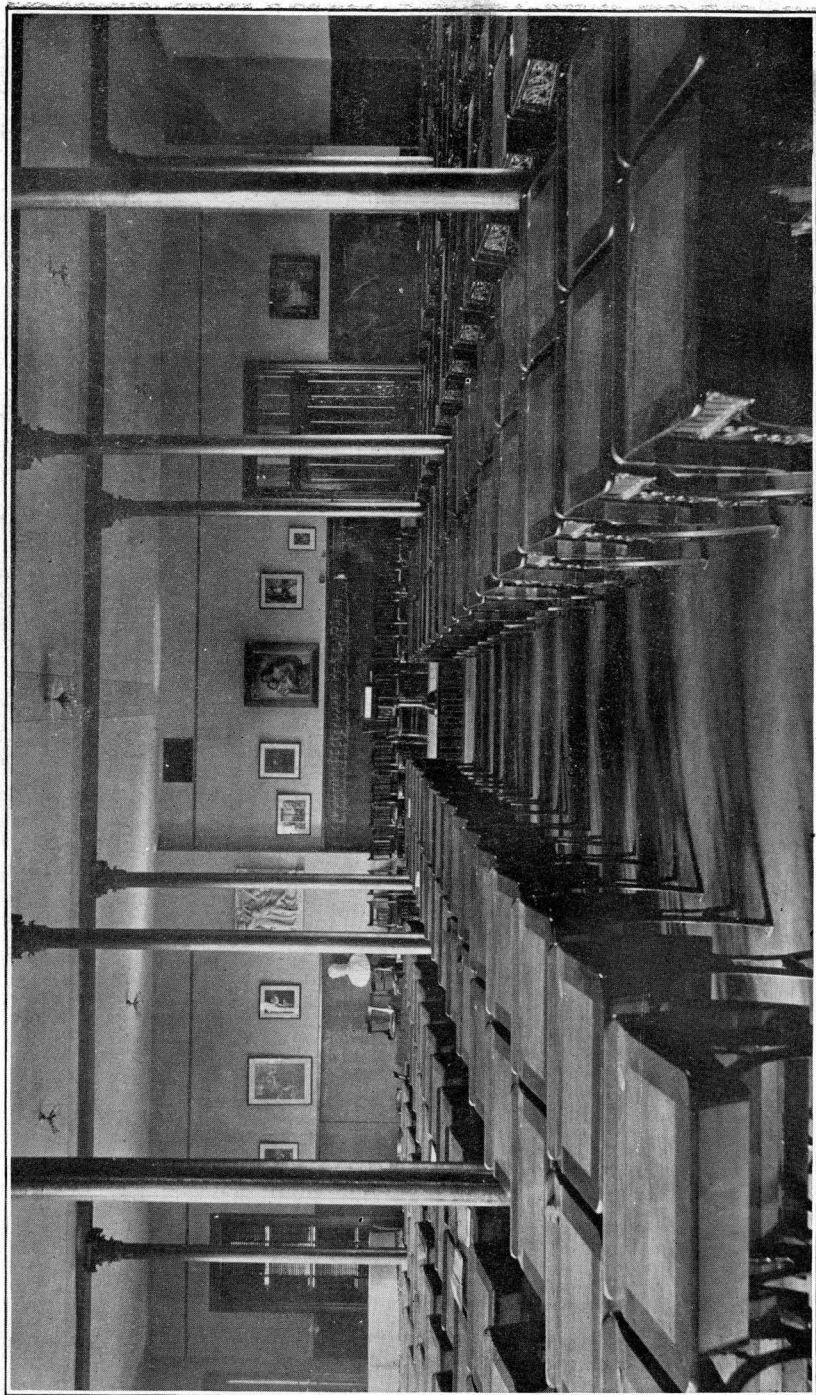
(3.) After two years of teaching service in the public schools, the diploma may be countersigned by the president of the school from which it was issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such indorsement will make the diploma of the Elementary Course a state certificate for five years, and the diploma of the Advanced Course a life certificate.

(3) Diplomas of the Elementary Course may be reindorsed upon satisfactory evidence of five years of successful service after a previous indorsement or re-indorsement; and each re-indorsement makes the diploma a state certificate for five years.

#### **CONDITIONS OF INDORSEMENT.**

(1) While it is hoped that all graduates will earn the right to have their diplomas indorsed, great care will be taken in this matter, and the indorsement will not be granted in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition and honor so bestowed.

(2) After the completion of two years of service, application for indorsement may be made to the respective Normal Schools, upon blanks furnished for that purpose. The applicant should make a complete report of teaching done since graduation, and should give the names and addresses of the supervising school authorities under whom the work was done and to whom blanks may be sent upon which to give their testimonials as to the quality of the service rendered. When such testimonials have been received, if they



ASSEMBLY HALL.

are approved by the Board of Presidents of Normal Schools a certificate of indorsement will be sent to the applicant.

(3) After the completion of five years of service subsequent to the indorsement or re-indorsement of a diploma of the elementary course, application for re-indorsement may be made upon special blanks furnished for that purpose.

(4) All graduates who are eligible for either indorsement or re-indorsement should make application for the same at once.

(5) No provision has been made for the indorsement of the certificate granted on the completion of course six (6).

#### COURSES OF STUDY.

For the Normal Schools of Minnesota, revised February 20, 1901.

[Numerals designate the number of recitations given to each subject.]

ENGLISH COURSE.		LATIN COURSE.		CERTIFICATE COURSE.	
		FIRST YEAR.			
Reading	60	Reading	60	Reading	60
Algebra	180	Algebra	180	Algebra	180
Geography	120	Geography	120	Geography	120
Drawing	60	Drawing	60	Drawing	60
Eng. History	60	Eng. History	60	Eng. History	60
Eng. Composition	120	English		Eng. Comp.	120
Botany	60	Composition	60	Botany	60
Music	60	Latin	180	Music	60

#### SECOND YEAR.

Pl. Geometry	120	Pl. Geometry	120	Pl. Geometry	120
U. S. History	120	U. S. History	120	U. S. History	120
Reading	60	Reading	60	Reading	60
Zoology	120	Zoology		Zoology	120
Eng. Grammar	120	or Botany	120	Eng. Grammar	120
Botany	60	Latin	180	Botany	60
Drawing	60	Drawing	60	Drawing	60
Music	60	Music	60	Physiology	60



## THIRD YEAR.

Arithmetic	120	Arithmetic	120	Arithmetic	120
Physics	180	Physics	180	Physics	120
Rhetoric	60	Rhetoric	60	Rhetoric	60
Literature	120	Latin	180	Literature	120
Solid Geometry	60	Manual		Civics	60
Manual Training	120	Training	120	Practical	
				Psychology	60
				Methods	60
				Training School	
				Work and School	
				Economy	120

## FOURTH YEAR.

Psychology	60	Psychology	60
Civics	90	Civics	90
Genl. Methods	60	Genl. Methods	60
Physiology	60	Physiology	60
Genl. History	120	Latin	120
Chemistry	120	Eng. Grammar	60
Special Methods		Special Methods	
or Physiography	60	or Physiography	60
Special Methods		Special Methods	
or		or Astronomy	60
Astronomy	60	Literature	60

## FIFTH YEAR.

Psychology	120	Psychology	120
Philosophy of		Philosophy of	
Education	60	Education	60
Hist. of Education	60	Hist. of Education	60
Literature	120	Literature	120
Social Science	60	Social Science	60
Teaching	120	Teaching	120
School Economy	30	School Economy	30

**COURSES OF STUDY FOR HIGH SCHOOL  
AND COLLEGE GRADUATES.**

**ELEMENTARY COURSE.****ONE YEAR.**

Psychology and General Methods	120
Methods in Drawing	30
Reviews and Methods in Geography	60
Reviews and Methods in Grammar	60
Methods in Elementary Science	60
Lectures on School Management	30
Reviews and Methods in Arithmetic	60
Methods in Vocal Music	30
Methods in Reading	30
Model Teaching	90

**ADVANCED COURSE.****TWO YEARS.****FIRST YEAR—JUNIOR CLASS.**

Psychology and General Methods	120
Methods in Drawing	60
Reviews and Methods in Geography	60
Reviews and Methods in Grammar	120
Reviews and Methods in History	60
Lectures on School Management	30
Reviews and Methods in Arithmetic	60
Methods in Vocal Music	60

**SECOND YEAR—SENIOR CLASS.**

	Methods in Literary Interpretation	60
	Laboratory Methods in Elementary Science	60
Rhetorical Exercises, Chorus Practice, Physical Training and Penmanship throughout all courses.	Advanced Psychology, Child Study and Primary Methods	120
	Model Teaching	120
	Philosophy of Education and Ethics	60
	History of Education	60
	Social Science	60

There is great and increasing demand for teachers trained in Normal Schools to teach rural schools receiving state aid, and the three years' certificate course given above is designed specially to meet this demand. The Legislature has legalized the certificate received on its completion as a Teacher's State Certificate of the first grade.

It is hoped that by this means the Normal Schools may better serve the interests of rural districts, by supplying them with trained teachers.

This course also affords better opportunities for aiding those who have not the means to do so at present to work their way to the completion of a diploma course.

## Outlines of Subjects.

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(The brief exposition of a number of subjects given on the following pages will furnish a general idea of the work done in all subjects.)

### **PROFESSIONAL WORK.**

*MISS ISABEL LAWRENCE.*

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The Elementary and Certificate courses include Psychology, General Method, Special Method and Practice.

In addition to this work, the advanced students take a special course in child study, Methods of History and Elementary Science, Advanced Psychology, History and Science of Education and Sociology.

Every part of this course of pedagogy is brought directly into connection with the art of teaching. Child psychology, taught through reminiscence, reported scientific observation, and personal observation; the order of mental development through the periods of childhood and youth, studied in the same way; physical conditions accompanying mental states—these are studied as the most valuable psychology for the teacher. Immediate application in the actual teaching, or criticism of actual teaching in the psychology class serves to connect theory with reality, and to prevent the possibility of glibly recited generalizations whose application to actual teaching will never be made.

General Method can only continue this work, emphasizing concrete application in actual lesson-planning and lesson-giving.

Special Method does not mean method of special subjects. Instead, the various periods of development in child-



hood and youth are taken up successively, with the means of promoting healthy growth suitable to each period. Actual teaching forms a still greater part of this work.

Practice extends the work for the pupil by giving each pupil a small class of children to study and teach for six weeks, one hour per day. Three such periods of six weeks each are spent with different grades in the Model school.

Actual teaching is required, for which there is no substitute in vicarious work of observation and criticism, though both of the latter are used as helpers.

The teacher can grow strong in his art, only by clearly conceiving his problem in the teaching of a particular class of children, studying for himself the conditions in their varying personalities; planning his own means, and carrying them out independently. Each failure to accomplish his ends must be clearly seen; his method must be reviewed and criticised by himself, and the next day he must enter that class with a new light and try again.

The utmost freedom for this work is given in the practice school. Experience without criticism often results in blindness to certain kinds of failure, and in fixing faults. Teaching under criticism means, not that the pupil teacher is told what to do, or what not to do, but that he is led to detect his failures, even if they lie in what he deems success, and that he is not allowed to relax his efforts till his faults are overcome.

Having achieved fair success with small groups in the model school, the next problem for the pupil teacher to solve is the executive work of a large school. Here practice in the city schools furnishes opportunity for real experience. Another six weeks, therefore, is spent in the public schools, where a city grade is placed in the charge of the pupil for

one period each day. The regular teacher is first observed, the mechanics of general room-management being particularly noted. Then the pupil teacher takes charge of the entire room with the regular teacher present. Finally, in the absence of the regular teacher, the pupil proves his ability to manage a school.

#### ***OBSERVATION AND PRACTICE IN THE CITY SCHOOLS.***

Through the courtesy of the Superintendent and Board of Education of St. Cloud, our students are permitted to observe and practice in certain designated school-rooms of the city, thus giving them an opportunity to acquire experience under conditions exactly similar to those they will meet with when they are employed as teachers in the public schools. Teachers are selected for such rooms, who are especially qualified to exemplify the correct principles of the science and art of education and who are, at the same time, capable of sympathetic but searching criticism of the efforts of the pupil-teachers. This arrangement, supplementing the teaching of smaller groups of children in the Model department of the Normal school, adds greatly to the power and skill of the graduates of this school.

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#### ***CHILD STUDY.***

The general aim of the work called Child Study is to gain such a knowledge of the successive periods of child development as will profoundly influence the teacher's philosophy of education, and broaden his conception of teaching. The immediate purpose of the study is to enable the teacher to read the condition of the individual child so cor-

rectly that his training of that child may be intelligent and sympathetic.

True pictures of childlife in autobiography or other literature are studied. Personal experiences are recalled. Children are observed and occasionally tested. Among the studies of physical conditions, are tests of the senses, especially of sight and hearing; fatigue tests; observations of children's positions and the effect of the school desk; motor tests, especially the coordinations of brain and hand which should be developed before writing is taught.

The mental characteristics common to children at each stage of development, are next studied. Special emphasis is placed upon the discovery of the order in which instinctive interests develop because education depends upon them at every step. These characteristics are sought for in the study of children's plays, in their drawings, their stories, and in any act or product in which the child has spontaneously expressed himself.

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### **ARITHMETIC.**

**P. P. COLGROVE, PD. D.**

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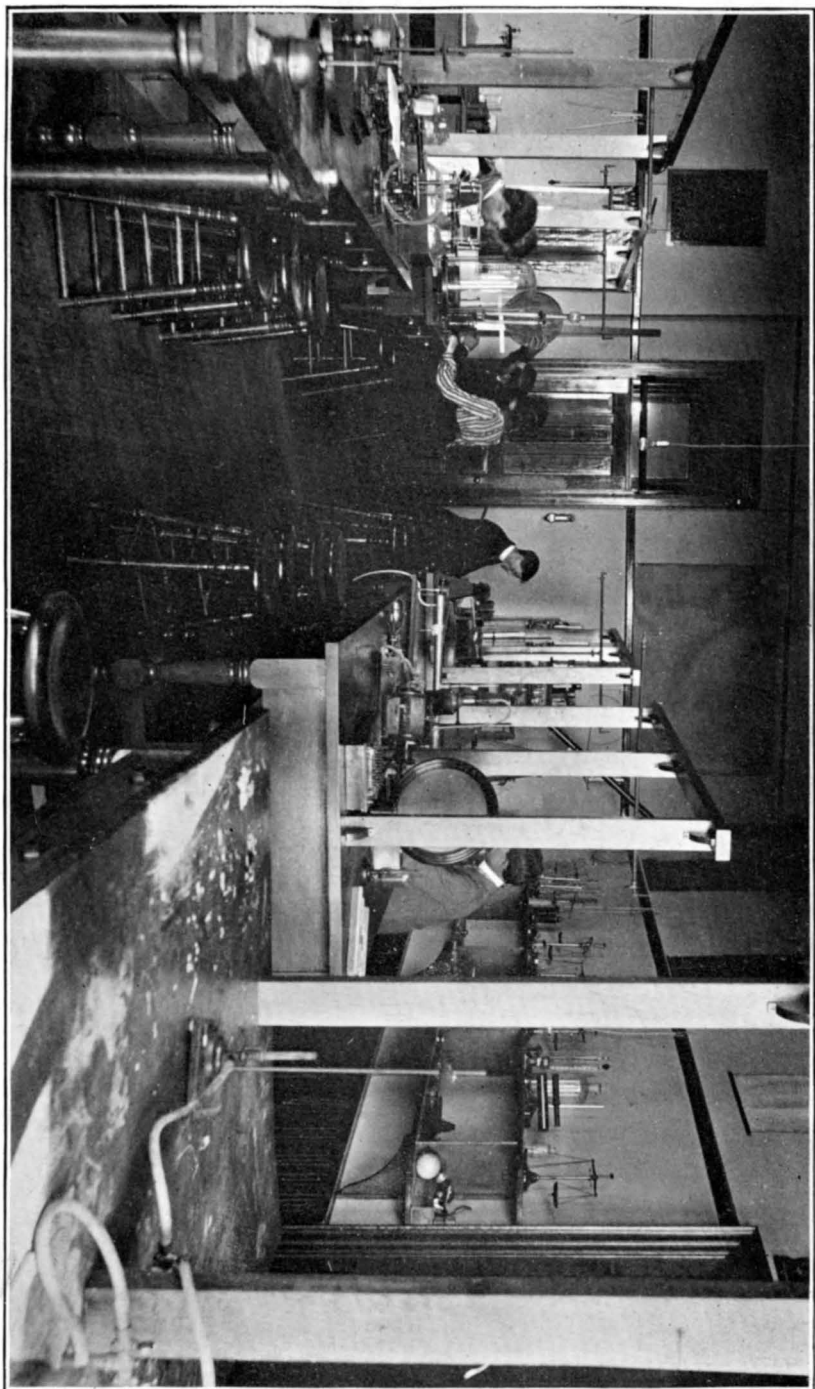
The value of arithmetic as a part of an educational curriculum depends largely upon the way it is taught. The mechanical processes of number may be given to the pupils in a formal maner and drilled upon until a certain kind and amount of mathematical ability is secured. The main concern of the teacher is to prepare pupils to pass some prescribed examination or, if there be any higher purpose, it may be to equip pupils with the necessary knowledge for all ordinary business computations. Many people believe that arithmetic possesses only this commercial value. Were

this the case we would not need to spend so much time upon the subject. A boy or girl at the age of eleven to thirteen could master in two years all of arithmetic which the public schools ought to attempt as a preparation for business.

On the other hand, we may teach arithmetic so as to subordinate the mere mechanical work to the development of mental power. The ability to do our own thinking is a requirement imposed upon us by the complex conditions of the social order in which we live. The possession of a number of facts is not sufficient in itself. There must be power to use those facts as they are related to the actual problems of life. Arithmetic when properly presented is especially fitted to produce those qualities in the young boy or girl, so much needed in good citizens of a republic.

The course in arithmetic is intended to disclose to the student who is preparing to teach in our public schools a broader conception of the usefulness of the subject as an educational instrument. The method employed by a teacher is determined very largely by what is regarded as the educational value of a subject. The knowledge which the student brings is re-organized so that the development of the subject is clearly comprehended in its relation to the mental requirements of the pupils. We have learned in modern times to teach pupils rather than the specific subjects of the school curriculum. Arithmetic in the past has been too much a matter of abstract memoritor work. It was demanded of pupils that they use abstract ideas before they had gained the concrete reality from which the abstract is naturally derived. As a result, only a superficial understanding of the operations was obtainable. Pupils trusted to their ability to remember rules rather than to a thorough





PHYSICAL LABORATORY.

command of principles. Such teaching proceeds contrary to the natural order of acquirement. Mental content commences with some form of sense perception. Any real knowledge of number has its basis in experience with objects. Principles should be thought out in connection with practical applications before an attempt is made to formulate them. Real objects should give way to imaginative pictures and these in turn to a rational understanding of general principles.

When a student passes in arithmetic he is expected to know the relation of the parts of the subject as a unified whole and to understand how to use the subject intelligently as a means of mental discipline and also as a preparation for the world of trade.

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### **BIOLOGICAL DEPARTMENT.**

**GEO. C. HUBBARD, B. A., ZOOLOGY AND PHYSIOLOGY.**

**K. C. DAVIS, PH. D., BOTANY.**

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This department provides instruction in Botany, Zoology and human Physiology.

#### **EQUIPMENT.**

The large, well-lighted laboratory is supplied with polished oak tables of suitable height for the use of ordinary chairs. Each member of the class has a separate place to work, with drawer for keeping supplies and note book. A good dissecting microscope and a set of instruments is provided each student, and there are twenty-three compound microscopes for use of the classes. The objectives are two-thirds inch, one-sixth inch and one-quarter inch. One stand is equipped with magnifying power of one-eighth inch, and is provided with an Abbe condenser for strong light. This

provides power for some bacteriological work. One microtome, a paraffin oven, and a large assortment of stains, reagents, imbedding and mounting material make the best kind of microscope work possible.

Through the cold season collections of potted and water plants are kept growing in the laboratory for use of Botany classes. An herbarium, consisting chiefly of local plants, is in a closed case convenient for use. A supply of glassware, etc., makes it possible to carry on a full line of experiments in plant physiology, including seed-germination.

In addition to the laboratory furniture and apparatus described above, the department has provided for the Zoological work much material illustrative of the different groups of animals. The collections of insects, birds and fishes are the largest, but many other marine, fresh-water, and land forms are being added from time to time. Three large running-water aquaria are supplied with fresh water animals throughout the school year, and give fine opportunity for the study of habits. A number of other aquaria, kept fresh by the growth of submerged plants, are for similar use.

Much of the general equipment of the department mentioned above is used in the laboratory work in Physiology. In addition, the department is provided with much material and apparatus especially helpful in this subject, including a complete human skeleton, an Azoux dissectible manikin, large models of the eye and the ear, pulsation apparatus, digestion oven, etc.

#### **COURSES IN BIOLOGY.**

Provision is made for one term of work in Physiology and two each in Botany and Zoology. The courses are planned with the aims: (a) to give the proper training in

each subject as a science, and (b) to give the inspiration and culture which should be helpful in teaching children of the public schools, especially in Nature Study.

#### **BOTANY.**

The first term of Botany may be taken either in spring or fall, and will consist largely of the study of plants growing in their natural environments. Each pupil finds abundant food for thought in such ecological work as studying relations of structure to use, adaptation to surroundings, the forces at work in bringing about differentiation of structure, the economy of plants in their struggle for existence. Prospective students desiring to begin such work during the summer months may find the following ecological outline helpful in the study of each plant selected. It should be modified to suit particular cases.

#### **ECOLOGICAL OUTLINE.**

1. Scientific Name.
2. Family.
3. Common Name.
4. Plant society.
5. Above ground parts annual or perennial.
6. Under ground parts annual or perennial.
7. Preparation for winter.
8. Is nourishment stored?
9. Where?
10. Its purpose.
11. Soil preferred.
12. Special adaptation to habitat.
13. Plant seed-bearing or spore-bearing?
14. Flower cross-pollinated or self-pollinated?
15. Provisions in regard to this.
16. Provision in flower to make use of wind.
17. Provision in flower to make use of insects.



18. Kind of fruit.
19. Special provision for distribution of fruit.
20. Abundance and special reason.
21. Other means of spreading the plant.
22. Plan of adaptation to light.
23. Can the plant endure shade well?
24. What does the season of growth tell of the plant's life history?
25. Special reason for the season of flowering.
26. How does the plant "get up" in the world?
27. Devices for protection from heat and drouth or from cold.
28. Devices for protection from animals.
29. Date of collection of leaves, stems and roots.
30. Date for flower.
31. Date for fruit.
32. Exact location.
33. Name of collector.
34. Number in collection.

The second term of Botany may be taken during the winter, but the fall and spring are more desirable terms. The winter work will consist chiefly of laboratory experiments in plant physiology, and a brief course in plant histology. Cryptogamic forms are best studied during the fall term.

#### ZOOLOGY.

The first term of Zoology should be taken either in the spring or fall. The student is encouraged to look upon each animal as having some activity to perform in the economy of nature, and as a being which must struggle to maintain his existence. So far as anatomy is studied it is closely linked with the study of physiology of organs. Structure and use go hand in hand. Much attention is giv-

en to ecological work. The material for study in this term's work consists chiefly of such invertebrates as are found in the vicinity of St. Cloud.

The second term of Zoology may well come in the winter term. The material will be chiefly vertebrate animals, and a number of invertebrates obtained each year from marine collecting stations.

#### **PHYSIOLOGY,**

In this subject an effort is made to connect all ideas pertaining to the human body with the central idea that the body is the servant of the mind, and to show that structure and activity are, on the whole, conducive to this end. More particular attention is given to the study of Nutrition and of the Nervous System.

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### **PHYSICAL SCIENCE.**

**CLAUDE RIDDLE, B. S.**

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The work in this department readily falls under two heads, Physics and Chemistry, and four large, commodious rooms with their splendid equipment, furnish excellent opportunities for the study of these branches of natural science.

In Physics great emphasis is laid upon laboratory work. Here the student is made to realize that physical phenomena are not confined to the laboratory, but are constantly occurring throughout nature, and that our very existence depends upon the "constancy of nature" in this field of her activity.

Each student is required to perform a given list of experiments and to hand in a carefully prepared report of each;

for, unless the student is required to work up his laboratory experiences into intelligible form, he is very apt to lose much of the value to be derived from them.

The experiments are selected with the idea of giving as comprehensive a view of the various sub-divisions of Physics as the time allotted to the subject will permit, and, at the same time, to make the students resourceful for effective "Nature Study" work in the public schools.

In addition to the laboratory work, students are required to make a systematic study of some standard text of Physics and to recite on the same at regular periods. In this way any false notions that may be formed in the laboratory are eradicated, and correct ones are formed and fixed.

The same general plan of the work in Physics is followed in Chemistry, which is pre-eminently a laboratory subject.

The student here learns the properties of the various elements and compounds, almost entirely by experimentation.

After performing about one hundred carefully selected experiments in inorganic chemistry, the student is quite well acquainted with the more common elements and their compounds, and is required to use the knowledge thus gained, in the analysis of inorganic compounds and mixtures.

It will be seen that in both Physics and Chemistry the plan of the work is essentially the same as that employed by the best colleges and universities, though it is modified to more especially meet the needs of Normal School students.

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### **ENGLISH.**

**MR. M. D. AVERY.**

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The work in this department consists of two distinct

kinds, viz., grammar, which has for its subject matter the sentence, and composition and rhetoric, the unit of which is discourse. The first, on the basis of mind activity involved, is chiefly analytic while the second is synthetic.

#### GRAMMAR.

In every science there must be some idea which determines what facts belong to it and to which all stand related. The purpose of the grammar work in this school is to enable the student to discover such a unifying idea and to organize, in the light of it, the facts of grammar into a science for himself.

In botany, the specimen is the plant and the student is expected first to consider it as a whole, then to analyze it into its parts that he may the better comprehend the functions of the parts in their relations to each other and thus get a clearer idea of the whole.

In grammar the process is the same, the sentence being the specimen. The mind moves from the vague whole through analysis to a study of the parts, then by synthesis back to a definite knowledge of the sentence in all its varied forms and shades of meaning.

In attempting to realize this end the method of procedure is in accordance with the following outline:

- I. The thought, or judgment, and its essential elements.
- II. The sentence and its essential parts as determined by the thought it expresses.
- III. Classification of ideas as follows:
  1. Objects of thought.
  2. Attributes.
  3. Relations.
- IV. Classification of words on basis of idea expressed as "Parts of Speech."



V. Classification of modifiers on basis of use.

VI. Classification of the sentence on basis of use and of structure.

VII. The simple sentence.

1. Classes of words used and their possible constructions.
2. Classes of phrases used and their constructions.

VIII. The compound sentence.

1. Classes.
2. Relations between the members.

IX. The complex sentence.

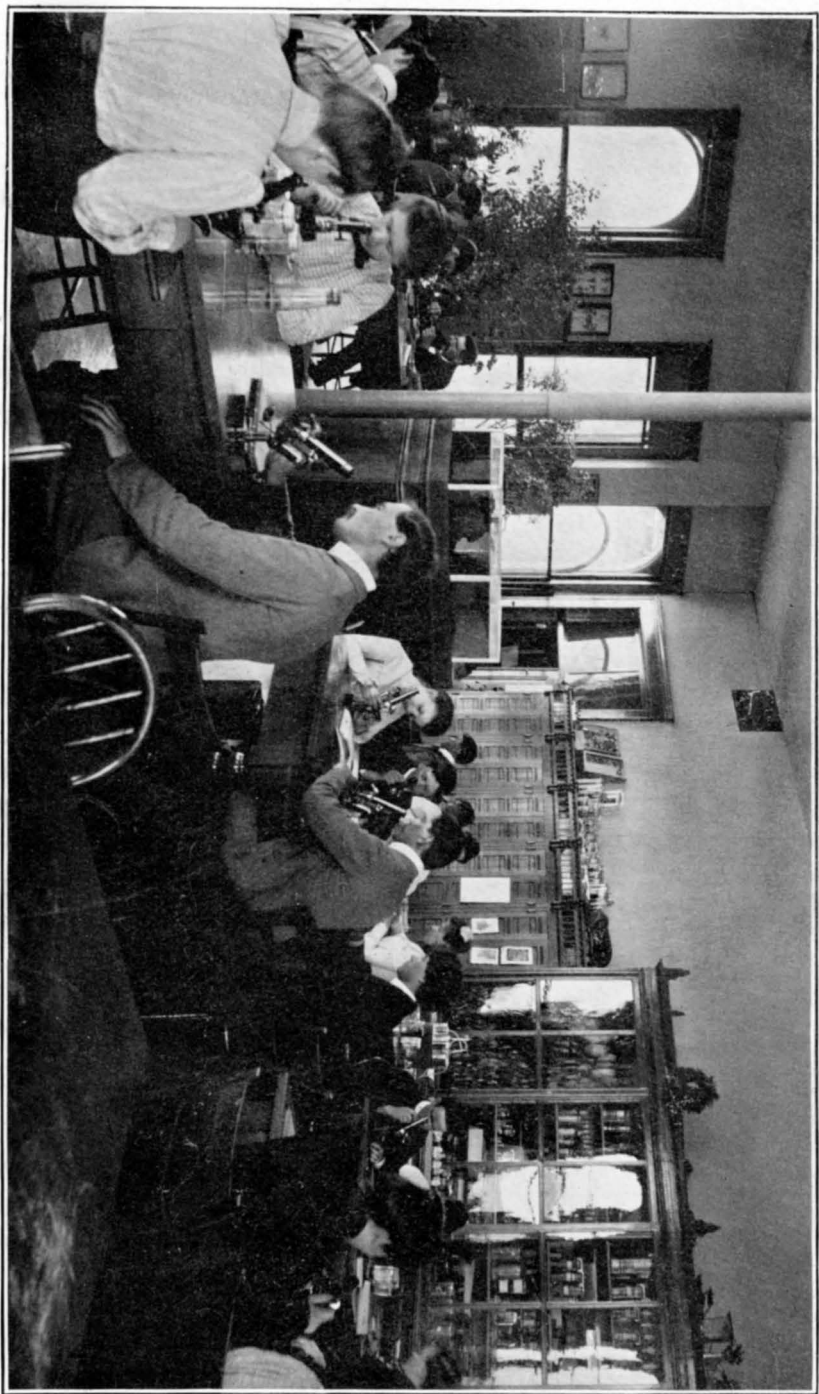
1. The noun clause.
  - a. Possible constructions.
  - b. How introduced.
  - c. Punctuation.
2. Adjective clause.
  - a. Possible constructions.
  - b. How introduced.
  - c. Punctuation.
2. Adverb clause.
  - a. Possible constructions.
  - b. How introduced.
  - c. Punctuation.

X. Thorough study of "Parts of Speech" and their inflections.

#### **COMPOSITION AND RHETORIC.**

On the basis of purpose, discourse studies may be divided into reading, literature, composition and rhetoric. The first two are analytic while the last two are essentially synthetic.

Any study of language, however, which has to do with



BIOLOGICAL LABORATORY.

either the discovery or application of the laws and principles underlying the correct construction of discourse belongs properly to the realm of composition and rhetoric.

Two kinds of ideas are unfolded in discourse, the particular and the general, and, in the presentation of these ideas, five forms of discourse are used: Description, Narration, Exposition, Argumentation and Persuasion.

Standard classics illustrative of these forms of discourse are studied with a view to helping the student to formulate into a science the laws and principles governing the construction of discourse.

A great deal of written work under criticism is required of the students that they may acquire skill in applying the principles which must be obeyed in the effective expression of thought.

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## **READING AND LITERATURE.**

**MISS ELPSA DOPP, M. L.**

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### **READING.**

"We are coming to recognize that literature is art, beauty, spirit; and when this recognition becomes general, we shall have better teachers and better readers. For there is nothing that so stimulates our vocal expression as the desire to impress upon others the beauty and feeling of what has impressed us."—S. H. Clark.

The first result to be expected from the reading lesson is training in thought-getting; the second, is the power of adequate vocal expression.

In addition to oral reading, the student will receive prac-

tice in reciting and extemporaneous speaking, so that in any later work, whether reading, debating or teaching, he may know how to control his voice, and express his thoughts clearly and directly.

All selections used in this course are taken from classical literature,—as, Shakespeare's Julius Cæsar and Merchant of Venice, Webster's Bunker Hill Oration and Reply to Hayne, Scott's Lady of the Lake, etc.

#### LITERATURE,

For convenience of study an outline of the world's history of literature is given.

- I. Antiquity.
  1. Classical Literature.
    - a. Greek.
    - b. Latin.
  2. Hebrew.
  3. Christian.
- II. Dark Ages.
  1. European Minstrel story.
  2. Romance.
  3. Clerical monopoly of learning.
  4. The Norman Conquest.
- III. Middle Ages.
  1. Story allegorized.
  2. Union of Classical and Hebrew.
  3. Miracle Plays.
  4. Chaucer.
- IV. Renaissance.
  1. New Learning.
  2. Renaissance Poetry.
  3. Reformation (Translated Bible.)
  4. Shakespeare.
  5. Spencer.
- V. Puritanism.
  1. Union of classical form and Puritan matter in Milton.



## VI. French Reaction.

## VII. Modern Times.

1. Science and Philosophy.
2. Poetry.
3. The Novel.

Selections of Literature from the above periods are studied. The following synopsis will indicate the authors and works chosen:

## I. The Ballad.

1. Read Robin Hood, The Hunting of the Cheviot, Sir Patrick Spens, etc., noting simplicity of thought and speech, spontaneity of emotion, lack of reflection, epithets, formulae, parallelisms, superstitions, and gradual development into the epic.

## II. The Epic.

1. A study of the Iliad, noting Homer's art, epic detail, exaltation, artistic preparation, retrospect, Homeric similes, the supernatural element, etc.
2. Compare with the Odyssey, The Nibelungen Lied, and Sohrab and Rustum.

## III. Chaucer.

Read the Prologue and The Knight's Tale.

## IV. \*Shakespeare.

1. Critical reading of Macbeth, King Lear and The Tempest.
2. Topical discussion of Hamlet, Richard the Third, and As You Like It.

## V. \*Milton.

1. Read L'Allegro, Il Penseroso, Lycidas and Paradise Lost.
2. Compare Paradise lost with Bickersteth's Yesterday, Today and Forever, and Dante's Divine Comedy.

## VI. \*Age of Criticism.

1. Influence of Boileau, Pascal, Corneille, Racine and Moliere in France, and \*Dryden and \*Pope in England.

## VII. Period of Revolution.

1. French Revolution—writers influencing and influenced by it: \*Byron, \*Shelley, Coleridge. \*Carlyle, Campbell, Moore, Keats, \*Burns, Burke, \*Scott and \*Wordsworth.

2. Read Childe Harold, Ode to a Nightingale, To a Skylark, Burn's Songs, Tintern Abbey, Intimations of Immortality and Michael.
  3. German influence in Carlyle and Coleridge. Read The Ancient Mariner and Hero Worship.
- VIII. Modern Times.
1. Tendencies,—political, social, religious and scientific.
  2. Poetry.  
Read \*The Princess, \*The Idylls of the King, Browning's Saul, Rabbi Ben Ezra, Abt Vogler, and selections from Arnold, Morris, Longfellow, Holmes, Whittier, Lowell and Whitman.
  3. Prose.
    - a. The Essay.  
Read Bacon, Addison, Lamb, Macaulay, \*Carlyle, Ruskin and \*Emerson.
    - b. The Novel.
      - (1) Development of the modern novel and critical reading of some recent work.
      - (2) Topical discussion of Romola, Hypatia, Marble Faun, \*Les Miserables, \*The Last of the Barons and \*Ivanhoe.

The following questions are suggested as an aid in studying the novel:—Circumstances under which the work was produced; character and mind of the author; rhetorical excellences and defects of the work; comparison with other works of its class; the plot, how handled, climax, dramatic situations; how the author interprets nature: his view of life; and the influence of the book upon the world.

\*Work selected for shorter course.

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## **GEOGRAPHY.**

K. C. DAVIS, PH. D.

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The work of Geography is conducted on the broad lines followed in teaching the subject in the higher institutions

of learning of this country, but is modified to suit the needs of normal school students.

Constant emphasis is laid on the fact that Geography does not exist in books, but out of doors, and the value of field work is illustrated by occasional class excursions, for the study and discussion of physiographic features in the vicinity of St. Cloud.

The "Nature Study" phase of the work is given especial prominence, with the hope that when the student has completed the work in the time allotted, he may have so real a knowledge of the world around him that each pebble and fragment of earth shall have a story to tell him; and also that he may acquire, not only the ability, but the desire to make further investigations in the fields thus opened.

A helpful adjunct to the study of Geography is a very complete collection of specimens, illustrating the sciences of mineralogy, petrography, paleontology, etc. These specimens are entirely at the disposal of the students, for legitimate examination, and are drawn and retained a reasonable time for study.

To develop the fundamental laws governing the dynamic forces constantly at work in Nature, a number of experiments, with simple apparatus, are performed in the laboratory. The causes of physiographic features, and other phenomena are thus more readily understood.

The student is cautioned against segregating the divisions of the subject into independent wholes, but the intimate relations existing between atmosphere, water, land, and life of all kinds, is kept constantly in the foreground. Breadth of knowledge, rather than accumulation of detail, is the end in view.

When the great physiographic principles have been thor-

oughly grasped, attention is directed to the intimate relation which man bears to the whole. Representative countries may be taken as a basis for investigation. A study of different continents with reference to their plant and animal products, leads readily to the subject of Commercial Geography, means of intercourse between different parts of the world, trade centers, etc.

No text book is used exclusively, but the library is well supplied with carefully selected works by the best and most recent writers, and to these the student refers for information in whatever line he is working.

Two terms are given to the subject in all but the graduate courses. In the two-term courses more time may be given to methods of teaching. This may include modeling on sand tables, value and right use of pictures, use of geographic literature, giving model lessons to classes of children, etc.

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## **HISTORY AND THE SOCIAL SCIENCES.**

**P. M. MAGNUSSON, PH. D.**

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The courses include General History, American History, English History, History of Education, Method in History, Civics and Sociology.

The general aim of historical and social study may be summarized as follows: (a) to supply apperceptive material for literary and sociological thought and activity; (b) to train the historical and social judgment in determining the value of evidence and in tracing social causation. The method and material for study used in this school are as follows:



1. A carefully selected collection of "original source" material for social and historical study. The study of this material is excellent training for independence in social thought, for skill in weighing evidence, and for power to discriminate the essential from the unimportant. In addition to this, original documents carry with them the sense of authority and the indefinable but all important social "atmosphere" of their era.

2. Texts and standard histories. The pupil has a right to the legacy of historical and social thought left to the world by the master minds of humanity. The school introduces the pupil to this treasury.

3. Relics and pictures. The volatile aroma of other ages and civilizations can be preserved only partially and imperfectly in any combination of words; and still this evanescent element possesses the greatest culture value. Relics and historically true pictures often succeed where words fail.

4. Local institutions and history. The neighborhood is the sociological laboratory of the student of history and the other social sciences. Direct observation and immediate contact with society furnish the basis of the study of every social science.

The subject matter of history and the social sciences is the institutional life of man. We attempt to keep always before our eyes the organic interrelation of the life of the individual and the community. This is a wide and complex field; and as a guide in the distribution of our interest and attention, the following classification of institutions has been found useful:

1. The family, home, or household.
2. The political institutions,—governments, states, nations.

3. The religious institutions.
4. Industrial life and institutions.
5. Intellectual and "social" life.
6. The aesthetic activity and its institutions—art.
7. The institutions of charity, reform, and correction.

In history we place the emphasis upon the four great currents in social evolution:

1. The clans and tribes develop into kingdoms and other prince-ruled states. These, if they progress, become nations with parliamentary governments. Finally, as the highest form of national existence yet evolved, we have our own federal republic.

2. The evolution of the church and its influence on the development of humanity.

3. Feudalism and chivalry, and their development into the renaissance nobility and the modern aristocracy of Europe.

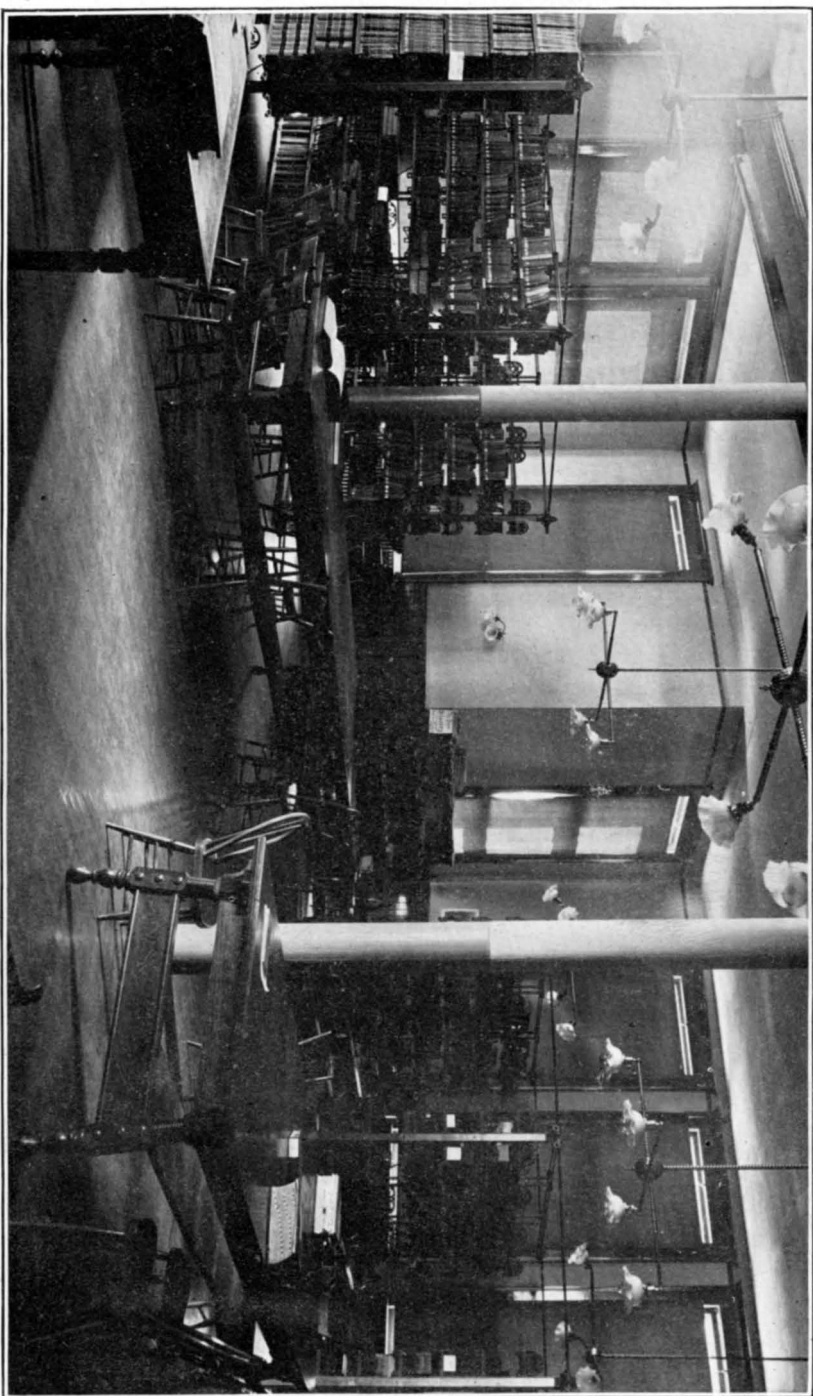
4. The ancient city. This is the parent of the mediaeval city and the gild with all the trades and trade of the Middle Ages. The mediaeval city, again, is the ancestor of the grand industrial development of modern times, and of modern democracy in politics.

The work of every class in this department may be summarized as follows:

1. Study of text book.
2. Reading of reference and source material.
3. Study of local history and institutions.
4. Each pupil is required to deliver a lecture before his class each term on some topic chosen from the subject studied by his class that term.

#### GENERAL HISTORY.

Topics emphasized:—The life of the masses; the ethical evolution; the spirit of the times as manifested in the cos-



GENERAL LIBRARY.

tumes, customs, and literature; racial traits; the influence of the geographical factors upon the life of humanity.

#### **AMERICAN HISTORY.**

Topics emphasized:—The reason of England's greater success as a colonizing power in North America; the geographical, industrial, and religious causes of the differentiation of the North and South; the Critical Period; the causes of the periodic financial panics; secession and reunion; the evolution of our present form of government.

#### **ENGLISH HISTORY.**

This subject is taught as an introduction to American history and English literature.

#### **HISTORY OF EDUCATION.**

The object of this course is to broaden the pupil's outlook by putting the problems of education into their historical perspective.

#### **METHOD IN HISTORY.**

The following are some of the thoughts from an outline of the course.

In reference to the study of history, we may divide school life into three periods:—

- (a) The Period of Myths.
- (b) The Period of Biography and Adventure.
- (c) The Period of Sociological and Political History.

The child before adolescence is not, and ought not to be to any great extent, interested in the social view of humanity; but he should be, and is, interested in the fortunes of individuals. During childhood the pupil should become acquainted with the great men and striking events of history. The child of fourteen is not properly educated if he is not acquainted with Lincoln and Leonidas, Rameses and



St. Louis, the Crusades, the settlement of America, and the palaces of Assyria.

If a normal pupil is rightly trained he will soon after fourteen years of age, or even earlier, become interested in the evolution of society quite as much as, if not more than, in the lives of individuals. Then is the time to put the emphasis of his attention upon the fate and growth of institutions. Subjects like the following ought to interest the pupil at this stage and ought to be in his curriculum: Feudalism, chivalry, the culminations of absolute monarchy in the state of Louis XIV, the shadowy theory and fortunes of the Holy Roman Empire, the English Constitution, and the evolution of our own unique and successful Federal Nation.

It must always be remembered that when one period and method begin, the preceding periods and methods do NOT cease. Biography, and even the fairy tale, are valuable even in the university.

As perhaps the most important, and at the same time the most violated principle of methods, the following may be mentioned. In teaching history to children, the emphasis should be on the story; never on the politics, science or philosophy involved. The story, the pictures, the drama of history belong to the child, and he can scarcely get too much of such history; the speculation, the searching out of the hidden causal connection of the phenomena of history, belong to the adult. His childhood training ought to have furnished him with ample material so that now he can turn his undivided attention to the meaning of the story.

#### CIVICS.

Topics emphasized:—The historical perspective of the subject; school laws of Minnesota; the local institutions of our government, which may be studied directly; and, most

important of all, the dual nature of our government (state and national) which permits to a greater extent than any other, the union of a strong national government with personal liberty and local self-government.

#### **SOCIOLOGY.**

The effort is made to become acquainted with organized human society "right here at home." Local and general institutions and social problems are studied by the laboratory method of direct investigation. Books and articles on sociological topics are also reviewed by the class.

The division of institutions into seven classes which is given above, is the basis of the outline followed by the class.

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#### **LATIN.**

MISS LULA M. PALMER, M. A.

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The four year Latin course meets the college entrance requirements in preparatory Latin and accords with the latest recommendations of the American Philological Association. It is as follows:

- I. (a) Latin Grammar.  
Lowe and Butler's *Bellum Helveticum*.
- (b) English—Latin writing.
- (c) Translation of simple selections.  
*Eutropius* or *Viri Romae*.
- II. (a) *Caesar's Gallic War*: Four books, or an equivalent amount of Latin may be offered by: (1) A study of two books from Caesar and selections from other prose writers, such as Nepos, or (2) Greenough, D'Ooge and Daniel's Second Year Latin Book.

- (b) Latin composition: The equivalent of at least one period a week based on *Caesar*.
- III. (a) Sallust's *Catiline*: Selections.
- (b) *Cicero*: Six orations, including the *Catiline* orations
- (c) Latin Composition: The equivalent of one period a week based on *Cicero*.
- IV. (a) *Ovid*: Selections.
- (b) Studies in classical mythology.
- (c) Virgil's *Aeneid*. Six to nine books.

Features of the work common to each year are: Translating at sight; reading aloud of the Latin text so as to follow the thought without rendering into English; the study of English derivatives and the elements of classical philology; topic studies of interest with each selection and the memorizing of selected passages.

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### **MUSIC DEPARTMENT.**

**MISS E. ESTELLE WOOD.**

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The class work in this department is divided into two parts: (a) Theory which includes a study of the signs and terms used in music, major, chromatic and minor scales, intervals and triads; and (b) sight singing, or the translation of written signs into song. It is the aim of the department to make this language of signs so clear that the student may read music as he reads a book. Twenty minutes of each day are devoted to chorus singing by the school, at which time the best compositions within the range and understanding of the students are studied and sung.

**PHYSICAL TRAINING DEPARTMENT.****N. J. MACARTHUR, B. A.**

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"The time and money spent in training the body pays a higher rate of interest than any other investment."—Gladstone.

Although, in all ages educators have been pointing with pride to the ideal, "a sound mind in a sound body," comparatively little is being done to realize that ideal. All efforts are directed toward the development of the mind, and the fact that a material foundation must exist before the desired end can be attained is too frequently overlooked. The result is that very few men, indeed, possess the power that they were capable of possessing. Ill health and premature old age prevent the fullest success in life.

This school is among the few that make provision for the systematic training of the body, and that employ healthful, recreative exercises as an aid in securing vigorous, active minds. It possesses one gymnasium equipped with modern German and Swedish apparatus for heavy gymnastics, and another with clear floor for mass exercises. Every student in the school is required to take two hours of gymnasium work per week, and abundant opportunity is given for practicing at other times, the exercises learned in class. These exercises consist of systematic work with wands, dumbbells and Indian clubs, together with arm and foot calisthenics for ladies, while men are given instruction in tumbling and on the horizontal bar, the parallel bars, the horse, etc.

The athletic features of the work deserve especial mention, as the Normal School teams are becoming widely known in the state. Football, basket ball, ice hockey, base



ball, tennis, etc., all receive attention at the hands of the instructor; and an annual field day is held during Commencement week, for which the students receive special coaching in all the ordinary intercollegiate track and field events.

This department possesses also a complete set of anthropometric apparatus, which is used principally in classifying the students. At the beginning of each term, every student is given a strength test; and, as far as possible, students of equal strength are placed in the same class, so that the work done will not overtax the weak nor be too trifling for the strong. In special cases, also, prescriptions of exercises are given to defective students. These prescriptions are left to the student to work out individually, and, by this means, he is enabled to overcome his physical defects.

There are two bath rooms, one for men and one for women, containing both shower and tub baths. A better equipment throughout is to be found in large universities only; and the outcome of the work done here in physical training is that the great majority of students are improved in bearing, in gracefulness, in alertness, in health, in morality, and in almost every attribute that enters into a desirable character.

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### **PRACTICE DEPARTMENT—MODEL SCHOOL.**

**MISS ISABEL LAWRENCE.**

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This school includes all grades from the lowest primary to the high school.

There are three departments—the Primary, Grammar and Senior, each of which is in charge of a regular critic teacher who is responsible for the progress of the grades, for their

training in right habits of study, and for their general discipline. The critics teach part of their time, and part of the time they supervise the work of practice teachers.

The interests of practice teachers and of pupils attending the model school are found to be identical. Poor teaching is equally fatal to the best interest of both and is never allowed to continue.

The small numbers in classes and the elasticity of the grading make it possible to give much individual attention and to advance pupils very rapidly.

There are special classes for older pupils from country schools, where their interests are served by giving them plenty of work adapted to their peculiar deficiencies. These pupils are given the opportunity of frequent promotions.

#### **COURSE OF STUDY.**

The course of study for a practice school, illustrating as it should the ideas of the department of pedagogy, cannot be crystallized into a form which prevents vital growth in the science of education, or which allows the mechanical to take the place of thought on the part of the young teacher. Instead of following a prescribed course, the pupil teacher must study the needs of the children assigned to him, and must himself outline the work fitted to them, if he ever learns to teach in the highest sense. The value of his practice teaching depends upon the freedom of his effort as well as upon criticism and training.

A model course of study printed in detail would therefore defeat the purpose of a practice school. The trend of work may be gathered from the following notes:

#### **FIRST, SECOND AND THIRD GRADES.**

1. Activities of home and community life studied with

reference to natural environment, food products, material for shelter.

2. Life of people in other lands with the modifications of food, shelter, and occupations due to surface form and climate.

3. Lives of primitive peoples, the Indian and the Esquimaux.

4. Literature.

Stories of the Odyssey and Iliad.

Myth, folk lore, fairy tale.

Poems of family life.

5. Manual training, painting, drawing, writing and number taught in connection with the above work.

#### **FOURTH, FIFTH AND SIXTH GRADES.**

1. Physical features studied,—weather, rocks, soil, animal and plant life. Knowledge practically applied to the garden.

2. Other countries studied, emphasizing means of communication and trade.

3. Local history, history of the Northwest, stories of adventure and exploration. Main epoch of general history down to the crusades illustrated by stories.

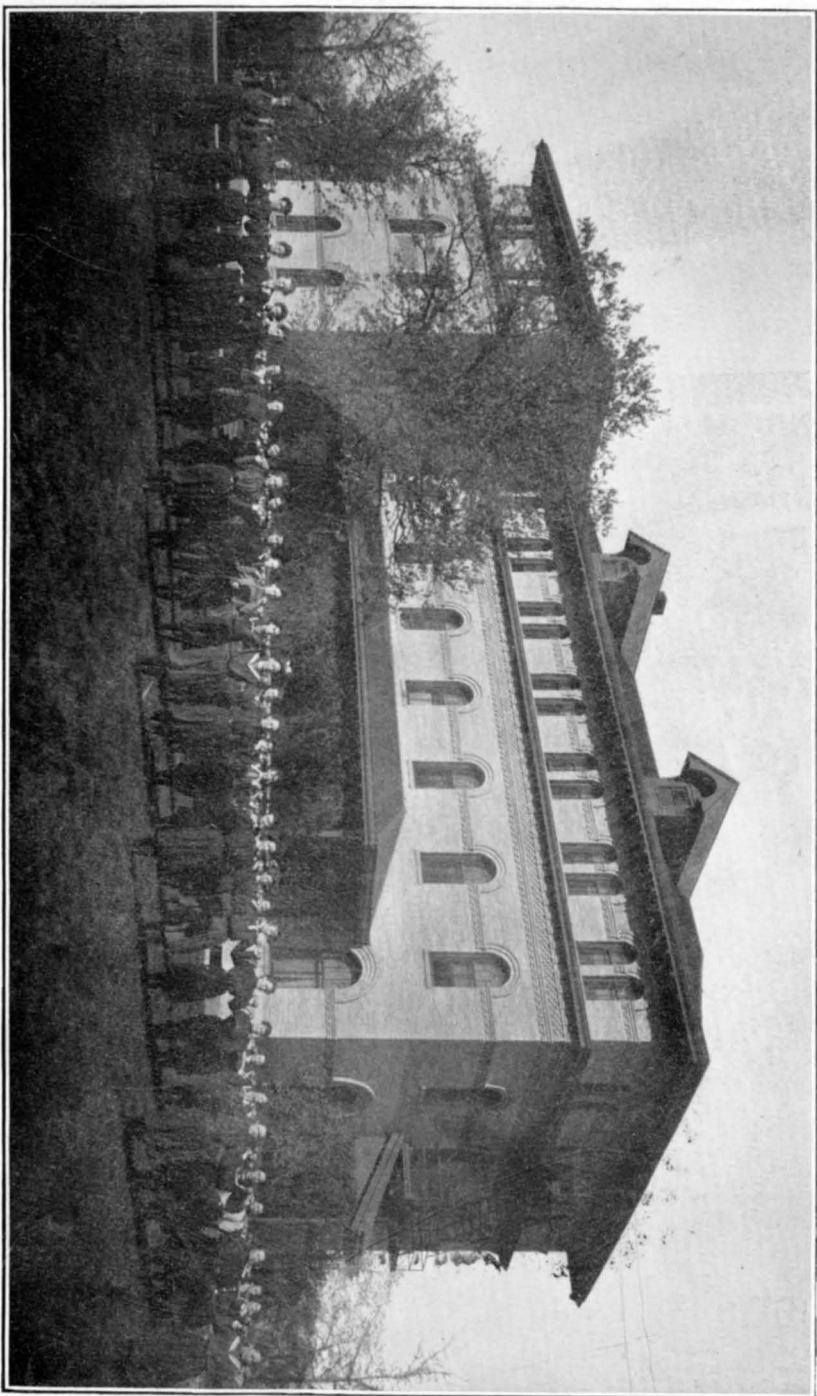
4. Literature associated with the places and epochs studied. Stories of King Arthur, and of Robin Hood.

5. Arithmetic with special emphasis on accuracy of computation; language, writing, drawing and manual training, taught with especial reference to the acquisition of skill and accuracy.

#### **SEVENTH, EIGHTH AND NINTH GRADES.**

1. Geography reviewed in a more scientific form.

2. Stories of the chief epochs of English History, em-



OUT-DOOR PHYSICAL CULTURE.



phasizing the story of liberty as a basis of United States History.

3. Literature,—some of the complete writings of Scott, Dickens, Washington Irving and our American poets. One or two plays of Shakespeare. The Story of Jean Valjean and Traveler From Altruria.

4. Mathematics,—inductive geometry, algebra to quadratics and arithmetic completed.

5. Language,—technical grammar and Latin.

6. Science,—general elementary science and physiology.

Manual Training, Physical Culture, Music and Drawing are continued throughout the course.

The entire resources of the Normal school in the way of apparatus and all educational appliances are used in the Model school. Its pupils have the full benefit of the museum, physical apparatus, laboratories, gymnasium, and carpenter shop. Special opportunity for development through play, is afforded by the campus with its skating rink, basketball and tennis grounds. For rainy days, the gymnasium is used for play at recess and intermissions.

**THE KINDERGARTEN.****MISS SARAH B. GOODMAN.**

The Kindergarten course of work is as follows:

**JUNIOR YEAR.**

FIRST TERM.	SECOND TERM	THIRD TERM.
Psychology. Elementary Science. Reviews of Elementary Subjects. Lectures on Kindergarten Theory. Gift and Occupation work.	Psychology. Drawing and Music. Reviews of Elementary Subjects. Theory, continued. Gift and Occupation work, continued.	Child Study. Drawing and Music. Study of Songs and Games. Theory, continued. Gift and Occupation work, continued.

**SENIOR YEAR.**

Theory, continued. Froebel's "Education of Man." Practice work in Kindergarten and primary.	Theory, continued. History and Science of Education. "Education of Man." Practice work.	Theory, continued. "Pedagogics of the Kindergarten." "Education of Man." Practice-work.
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The lectures on theory will be based on a thorough study of Froebel's "Mutter und Kose-Lieder."

The recent books by Miss Blow, Miss Harrison and Mrs. Wiggan will also be studied in connection with the various phases of the work.

## General Information.

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### *SESSIONS OF THE SCHOOL.*

There are five daily sessions of the school each week, from 8:30 A. M. to 12:40 P. M.

The hours of study are from 3:00 to 5:00 and from 7:00 to 9:00 o'clock P. M., daily except on Friday evenings and Saturday. This arrangement divides the day into two periods: that from 8:30 A. M. to 12:40 P. M., during which time the students are engaged in recitations; and that covered by the study hours in the afternoon and evening. The strict observance of the latter period is of quite as much importance as the former. No pupil will be expected to absent himself from duty during either interval, nor will it be presumed that pupils are to be interrupted by callers or visitors during their study hours, any more than during the hours of recitation. As the spirit of the school is thoroughly loyal to this plan, any person feeling himself unable to comply cheerfully with these habits of work will not find this school congenial.

### *ADMISSION.*

1. The essential qualifications, of which students should be well satisfied, are their physical ability and their natural adaptation to the teacher's profession.

2. They must sign a pledge to teach two years in the schools of the state, unless prevented by circumstances beyond their control, and to report semi annually to the President.

3. Graduates of high schools and colleges will be passed in subjects without examination, on the certificate of the Principal that they have already completed these subjects with a grade of not less than 75 per cent.

4. Students will not be received after the beginning of a term except upon the most satisfactory excuse. Any who cannot be present upon the first day of the term should report to the President beforehand, that their absence may be understood. Neither is it expected that students will leave before the close of the term, unless compelled to do so by circumstances beyond their control.

5. In this matter, an exception is made in favor of those actually engaged in teaching. For such, the doors of the school are always open, and they will be welcomed to come whenever their terms close and to stay as long a time as they can.

6. Students already entered in classes, and having no examinations to pass, are not required to be present the day of examination. All such intending to enroll should inform the President of that fact a few days before the term is to open. They should also report at the President's office on the day before class work begins, to be classified, and to arrange their program of work for the term.

#### **SUGGESTIONS TO APPLICANTS.**

Obtain a letter from your County Superintendent, if possible, introducing you to some member of the faculty of the school. This will be all the recommendation you will need.

Bring with you, as useful for study or reference, all the text books you have.

Students must come fully prepared to give their undivided attention to the work of the school during the entire term.

The demands of the school are so pressing that the students cannot be permitted to engage during term time in any employment or pleasure—as taking private music lessons or attending parties or entertainments—which is not directly connected with their work.

#### **POST GRADUATE WORK.**

Under a ruling of the State High School Board, graduates of the Normal schools cannot be elected to positions as teachers in state high schools unless they are also holders of a state professional certificate of the first grade.

By recent action of the State Normal Board, a post graduate course is provided for, consisting of all subjects required for the state professional certificate and not included in the regular Normal school course. Opportunity to take such subjects will be afforded whenever twelve candidates who are already advanced graduates present themselves for the work at the beginning of any school year.

#### **DISCIPLINE.**

In a Normal school, there should be no need of referring to the matter of discipline. Only those should come, or be admitted, who are earnestly desirous of forming correct habits. This is not in any sense a reform school, and young gentlemen or young ladies who are not disposed to submit willingly and cheerfully to all the wholesome restraints found necessary for the good working and good reputation of the school, will be unhesitatingly dismissed.

We are, in a measure, responsible to the state for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both of these



points. Offenses that in a mere academic institution might be passed over lightly, are viewed rather as indicating the unfitness of the offender for taking charge of the training of the children of the state. It therefore sometimes happens that pupils are advised to withdraw from the school when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching.

#### **ATTENDANCE AT CHURCH.**

It is expected that upon coming here, each student will choose a church home which shall meet with the approval of his parents, and that he will attend regularly upon its stated services.

#### **LOCATION.**

The school is located in the city of St. Cloud, county seat of Stearns county, seventy-five miles from St. Paul. The city lies on both the east and west banks of the Mississippi river. It is the centre of a network of railroads, giving it communication with all parts of the state. The Great Northern and Northern Pacific railroads bring students direct to the city from all points within the vast territory covered by their tracks. St. Cloud is a rapidly growing city, with a present population of about ten thousand. It affords to all students good opportunities in literary, social and religious culture—all the leading Christian denominations having houses of worship here. It is one of the most beautiful and healthful cities in the state.

#### **HISTORY.**

The school was opened in September, 1869. During the thirty two years of its existence it has graduated one thou-

sand one hundred and forty-nine students, who have returned to the state on an average two and a half times the service they pledged themselves to render. Many of them have made teaching their life work. Their constantly widening experience enables them to make their labors more and more valuable to the state in raising the standard of its schools.

In addition to these, several thousand young persons have taken a partial course of training here, all of whom were thereby better qualified for the work of the school room, many, indeed receiving such an impetus as to place them in the ranks of the best teachers.

#### **THE BUILDING.**

The Normal School building is situated upon a high bluff overlooking the Mississippi river—a location no less beautiful than healthful. It is lighted by electricity and heated by hot air and steam. In every room the supply of heat and air is controlled automatically by a thermostat, thereby preserving the temperature unchanged within a limit of two or three degrees. A constant current of air, ordinarily unnoticeable, whose temperature is controlled by the thermostat, is passing through each room, thereby securing practically perfect ventilation.

The recitation rooms, laboratories, kindergarten rooms, and gymnasiums are large, airy, well-lighted and properly equipped; and in connection with the gymnasium are abundant dressing rooms, tub and shower baths with hot and cold water, etc.

Ample facilities are being provided for work in Manual Training, which has been added recently to the course of required work.

**LIBRARY.**

A library of several thousand volumes is open to the school. A full supply of the standard reference books, dictionaries, encyclopedias, gazeteers, etc., furnish all needed information upon subjects discussed in the class room.

A library of text books upon all subjects is open to the students, where they find help in examining the various methods presented by our standard text book authors in the different branches.

This school has been designated as a Depository of Public Documents, and now has on its shelves over 2,500 volumes from the government printing office, many of them of great value. They are open to the public for consultation at any time during the day from 8:30 A. M. to 4:30 P. M.

**READING ROOM.**

The reading room contains a full list of the leading newspapers, magazines and educational periodicals.

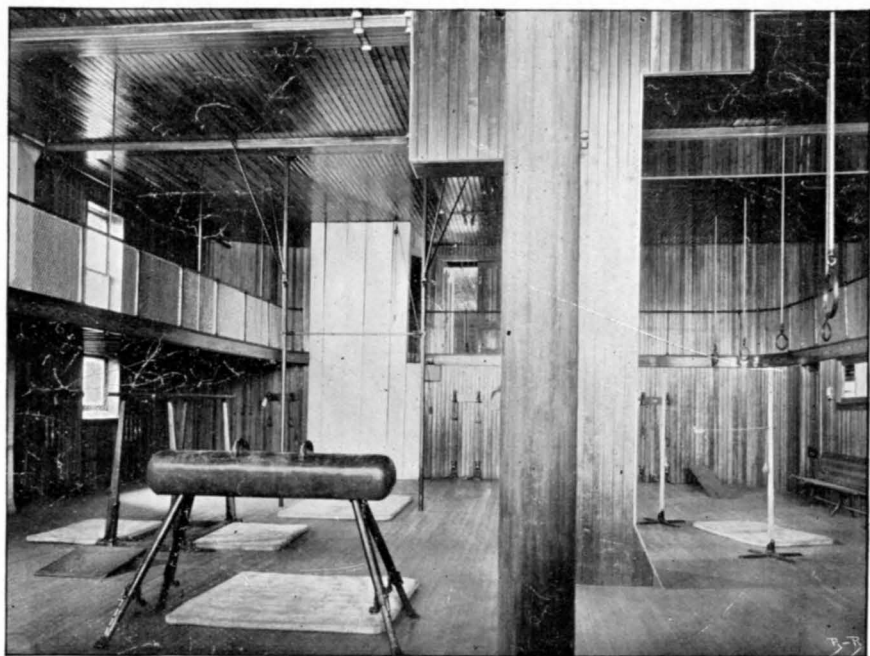
Both the reading room and the library are open daily to students during all hours of the day when they are not required to attend to the other duties of the school.

**LITERARY SOCIETIES.**

The Normal Literary Society and The Eclectic Literary Society both furnish excellent opportunities for social and literary culture, and all students are advised to become active members.

**THE NORMALIA.**

The Normalia is a monthly publication edited by the faculty and students. It not only gives school news, but



A GYMNASIUM ROOM.



A RECITATION ROOM.

also frequently contains papers of high pedagogical merit, and is well worthy of the support of all alumni and other friends of the school.

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## **BOARDING.**

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### **GENERAL REGULATIONS.**

Particular attention is called to the following points:

1. Students who do not board at home are expected to consult the President before selecting boarding places.
2. Ladies and gentlemen will not be permitted to board in the same family. This rule shall apply equally where the house is occupied by two or more families.
3. Permission must be obtained in every case where pupils desire to board in families where boarders are taken who are not connected with the school.
4. Brothers and sisters will be allowed to board in the same house, provided no other boarders are received into the house.
5. Students will not be expected to change their boarding places without consulting the President.
6. When students engage a boarding house, it will be understood that they are to remain in that place until the end of the current term, unless a specific bargain to the contrary is made.
7. Every means will be taken to secure suitable boarding places for such students as desire this service, and families in which students board will be encouraged to report the least departure from perfectly ladylike and gentlemanly conduct.



8. Pupils may receive calls on Friday and Saturday evenings from 6 o'clock to 9 o'clock, and on other days out of study hours.

#### LAWRENCE HALL.

Lawrence Hall is an invaluable adjunct to the school. It affords the best accommodations to seventy five young ladies, and can furnish day board to fifty more, ladies or gentlemen. The nearness of the Hall to the school makes it peculiarly desirable during the winter months, saving a long walk through the cold and snow.

The building is heated and ventilated by the Ruttan system. All the rooms are kept at a uniform temperature of 68 to 70 degrees, AND ALL THE AIR IN EACH ROOM IS CHANGED AS OFTEN AS EVERY 20 MINUTES. The hall is well lighted and supplied with every convenience of the best modern homes. Large bath rooms for the use of students, with hot and cold water, are within easy access from all the rooms. The building is supplied with water from the city water mains, which insures protection in case of fire, while the most approved fire escapes, three in number, are attached at convenient places.

The furnace heating does away with all the fires on the floors of the Hall, rendering the building practically fire proof.

The comfort and convenience of the young ladies at the Hall has been made a matter of long and careful study, and it can be confidently said that it affords to those so fortunate as to board there, all the pleasures of a home with none of the discomforts of a boarding house.

The house is furnished throughout with carpets and substantial furniture.

Rooms for students are supplied with tables, chairs, carpets, bedstead, springs, mattress, pillows, bureau, wash-stand, wash-bowl and pitcher, window shades, and lamps with shades, napkins, towels, pillow cases, sheets, blanket, comfortable and spread, and every room has a closet. Each young lady is requested to bring a water-proof cloak, umbrella and a pair of rubbers.

Students boarding at the hall are required to do no work under the present management, excepting that they take turns in waiting upon the table.

The most careful attention is given to all the customs of a refined home—the young ladies being taught, both by precept and example, those refinements of manner which mark the cultivated ladies of society. Inasmuch as all true courtesy and culture spring from the Golden Rule, much emphasis is placed upon the importance of governing all actions upon the principle of right and charity. The Hall, as a Christian household, is thus kept free from the gossip and personalities which have their root in selfishness.

The supervision of the establishment is in the hands of a competent matron, who devotes her entire time and attention to securing the physical and social comfort of the young ladies.

The table is supplied with an abundance of well-cooked food and an ample variety. The bill of fare is equal to that upon the tables of the best families in the city. The testimony of the students in the past may be appealed to upon this matter—their unanimous verdict being one of complete satisfaction.

Such rates of boarding as this school affords, it is firmly believed, cannot be excelled by any other school in the country.

The price per week, including furnished room, light, fuel, board, use of laundry, bath rooms, and all the conveniences of the Hall, is only three dollars (\$3.00)—payable monthly in advance. The price per week is four dollars (\$4.00) if one person occupies a room alone. Table board without room is two dollars and fifty cents (\$2.50) per week. When this amount is compared with the expenses of other boarding halls for young ladies, it will be seen to be from fifty cents to five dollars less per week than is usually charged elsewhere.

While most of the washing is done by steam laundries in the city, a limited amount may be done by the young ladies in the hall laundry. All the ironing may be done by the students if they so desire. Washing costs 55 cents per dozen for young ladies at the Hall.

PREFERENCE IN CHOICE OF ROOMS WILL BE GIVEN IN THE ORDER OF APPLICATION. Rooms are engaged by the term. Those wishing to occupy them for a shorter time should notify the matron of the fact at the time of engaging them.

Board can be secured in private families at from \$2.50 to \$5.00 per week.

#### **SELF BOARDING.**

The best facilities exist for self boarding, independently or in clubs. The expense of living, including room rent, board, lights and fuel, need not exceed, on an average, one dollar and ninety-five cents per week.

#### **THE ENTIRE EXPENSES**

During the school year, for some of our students, including everything except clothing, do not exceed ONE HUNDRED DOLLARS.

**TUITION.**

Tuition is FREE to all students who enter the Normal department and sign the required pledge to teach two years in the public schools of the state.

To all not so pledged to teach, the tuition is \$30 per year.

For those who take the Kindergarten training course, the tuition is \$30 per year.

In the Model School, the tuition is \$4 per year for the grades from one to five inclusive, and \$8 per year for all higher grades.

All tuition is payable by terms, STRICTLY in advance, and no portion of the amount will be refunded.

**TEXT BOOKS.**

Text books are furnished free of charge in all departments of the school to those who pay tuition; other students pay a uniform fee of \$3.00 per year for the rental of all text books needed.

A strict account is kept of any injury done to books and a charge made therefor.

Students are allowed to purchase their books if they prefer to do so. To all such, books are sold at the lowest wholesale rates.

**GYMNASIUM SUIT.**

Each student should come prepared to meet an expense of about five dollars for a gymnasium suit.

**HOW TO REACH THE SCHOOL.**

If south of St. Paul or Minneapolis, buy your ticket to either one of these cities, and there purchase over either the Great Northern or Northern Pacific road, a ticket to St.

Cloud. Upon reaching the station, take an omnibus and tell the driver to take you either to Lawrence Hall or to the Normal School. The buildings are but a few rods apart. Report to the President at his office in the Normal School.

#### ALUMNI ASSOCIATION.

The importance to any educational institution of a well-organized Alumni Association is conceded by all, but such an organization is of inestimable value to a normal school. An alumnus is considered as representing the educational beliefs and principles of his alma mater, and a Normal School owes whatever reputation it has gained in educational circles to the success of its graduates in the school-room. On the other hand, the success of the graduate is due to the careful training received from his school, its prestige and its active efforts to secure him a position at graduation, and thereafter to promote him in the profession as rapidly as he demonstrates his capacity for more important service. It is the object of this association to promote the common interests of its members and of the school.

With this object in view, it is desirable that the Alumni Association arouse its members to the duties and privileges of the teacher's profession. It is desired that educational problems be presented and discussed at its annual reunions. If this plan meets with the cordial support of the Alumni, work of this nature will be felt as an educational force throughout the state.

Members of the Alumni Association are cordially invited to visit their alma mater whenever it is possible for them to do so, and it is hoped that many may be present at every commencement season. Hereafter, special provisions will be made for alumni reunions tri-annually,—the next reunion



to be held Commencement week, 1903. A special circular of information will be sent in due time to every graduate of the school whose address is on file with the President.

**GENERAL REMARKS.**

It is to be hoped that County Superintendents and other friends of the Normal School will be ready to advise those who are earnestly striving to make themselves good teachers, to enter some department of the school.

County Superintendents and friends of education are earnestly invited to visit and inspect the workings of this school, and by their criticism, suggestions and co-operation, to aid us in supplying the schools of the state with better-trained teachers.

Address letters of inquiry and requests for catalogues to the

PRESIDENT, STATE NORMAL SCHOOL,  
St. Cloud, Minn.

# Catalogue of Students for 1900-1901.

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## Normal Department.

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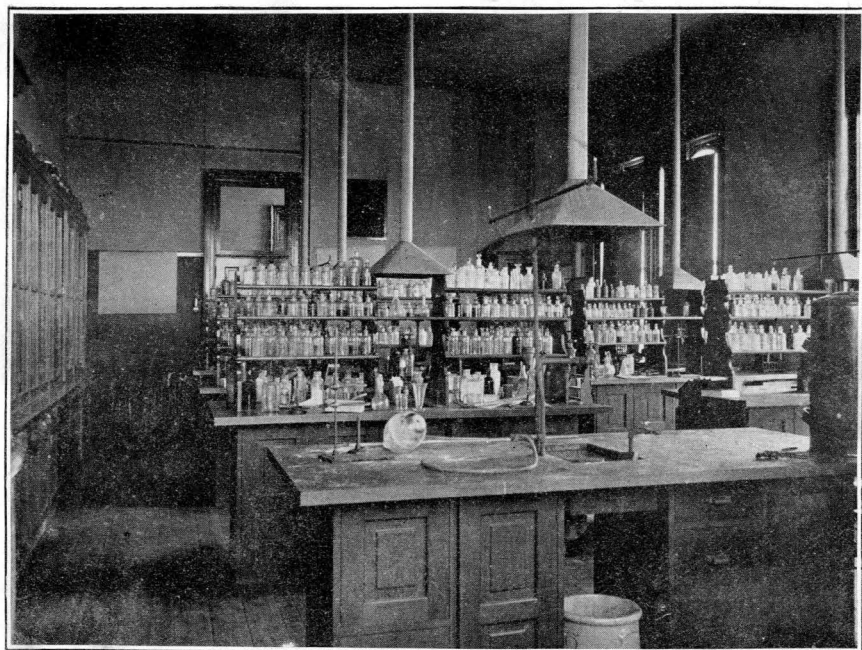
### **SENIOR CLASS.**

*Adamson, Marion	St. Paul,	Minn.
Ahles, Paul	Rockville,	Minn.
*Buchanan, Mabel R.	Sauk Centre,	Minn.
Clouston, Caroline	Barnesville,	Minn.
*Covey, Claude	Bagley,	Minn.
*Flynn, Harry	Peshtigo,	Wis.
*Hamilton, Edward N.	New Auburn,	Minn.
*Holliday, Alfred	Brooklin,	Ontario.
*Kelly, Margaret	Cloquet,	Minn.
*Knowlton, Grace	St. Cloud,	Minn.
*Lee, Lena J.	Benson,	Minn.
*Ross, Mary E.	St. Cloud,	Minn.
*Scheefe, Ida	Minneapolis,	Minn.
*Thomas, Lucy Edna†	St. Cloud,	Minn.
*Woodward, Ruth	St. Cloud,	Minn.

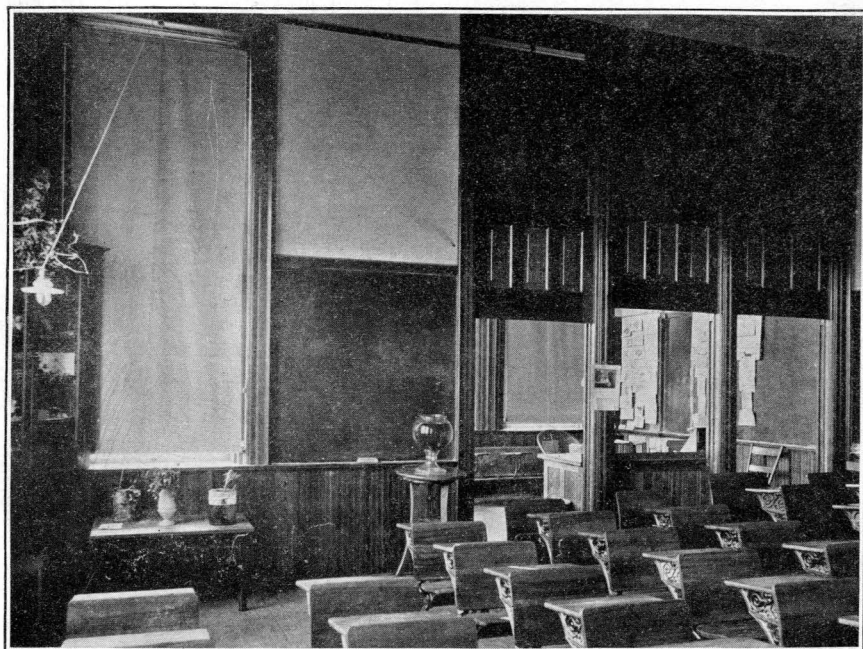
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### **JUNIOR CLASS.**

*Bartelson, Martha	Fergus Falls,	Minn.
Beidler, Edith Osmond	St. Cloud,	Minn.
Cambell, Bessie	St. Cloud,	Minn.
Goerger, Philip	St. Cloud,	Minn.
*Gorman, Mary G.	St. Cloud,	Minn.



CHEMICAL LABORATORY.



ROOM IN TRAINING DEPARTMENT.

*Hutchinson, Emma B.	Minneapolis,	Minn.
Johnson, Edward J.	St. Cloud,	Minn.
Manz, Matilda	Paynesville,	Minn.
*Noble, Martha	Osakis,	Minn.
*Nordberg, Emma E.	St. Cloud,	Minn.
*O'Ryan, John	St. Cloud,	Minn.
Peachy, Mrs. Helen Dillion	National City,	Calif.
*Sadley, Lulu Estelle	Princeton,	Minn.
Setchfield, Daniel	St. Cloud,	Minn.
Smith, Christine A.	Redwood Falls,	Minn.

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\*High School Graduate.

†Deceased.

### ONE YEAR GRADUATE CLASS.

Ager, Mrs. Grace A.	St. Peter,	Minn.
Alexander, Mrs. Mabel M.	Osage,	Minn.
Bailey, Laura M.	Elk River,	Minn.
Brown, Lola	St. Cloud,	Minn.
Brown, Anfinia M.	Alexandria,	Minn.
Burrall, Jessie Lillie	Little Falls,	Minn.
Cass, Marguerite Bettie	Sabra,	Mont.
Clark, Nellie M.	Monticello,	Minn.
Dahleņ, Augusta	Maynard,	Minn.
Ellis, Clara B.	St. Cloud,	Minn.
Farrell, Anna M.	St. Cloud,	Minn.
Foote, Jessie Adella	Anoka,	Minn.
Foster, Vera	Randolph,	Minn.
Gauthier, Ida Arzelie	Minneapolis,	Minn.
Ghostley, Edith M.	Champlin,	Minn.
Gibbs, Elsie Caroline	Monticello,	Minn.
Gray, Elsie	Minneapolis,	Minn.
Green, Alice M.	Wadena,	Minn.

Hammond, Grace Hendy	Minneapolis,	Minn.
Hayes, Helen Marion	Minneapolis,	Minn.
Henry, Minnie E.	Cresco,	Iowa.
Irish, Margaret P.	Sauk Centre,	Minn.
Jameson, Nellie Louise	Elk River,	Minn.
Kittelsohn, Corina Louise	Minneapolis,	Minn.
Knevet, Olive M.	Brainerd,	Minn.
LaDue, Alice Jane	Fertile,	Minn.
Langdon, Emma	Alexandria,	Minn.
Linnehan, Marie A.	Minneapolis,	Minn.
McDermott, Mary B.	Clontarf,	Minn.
McLennan, May	Bemidji,	Minn.
McMahon, Mary J.	Stillwater,	Minn.
Mead, Elva J.	Kingston,	Minn.
Meyer, Alice Cornelia,	St. Paul,	Minn.
Moe, Ada Camilla	Strandburg,	S. D.
Nelson, Mary C.	Elk River,	Minn.
Peterson, Fea L.	Benson,	Minn.
Sartell, Daisy Maud	St. Cloud,	Minn.
Schaefer, Lydia Ernestine	St. Cloud,	Minn.
Schrepel, Rachael Mary Lee	Sheldon,	Minn.
Seery, Gertrude M.	Duluth,	Minn.
Smith, Grace Eugenia	Benson,	Minn.
Smith, Myrtle Isabelle	Stillwater,	Minn.
Smithson, Cora M.	Stillwater,	Minn.
Sondermann, Margaret H.	Ft. Recovery,	Ohio.
Stansberry, Olive Leonora	Willmar,	Minn.
Twitchell, Cora Mae	Anoka,	Minn.
Wallace, Gertrude Ruhannah	Warren,	Minn.
Walter, Fanny	Alexandria,	Minn.
Wescott, Amy Elma	Ely,	Minn.
Wheaton, May	Elk River,	Minn.



Wilson, Cora	Stillwater,	Minn.
Winters, Helen	Waseca,	Minn.
Yager, Minnie	Duluth,	Minn.

**KINDERGARTEN CLASS.**

Birkett, Gertrude	Ellsworth,	Minn.
Denison, Grace	Twin Valley,	Minn.
Jones, Lola	Minneapolis,	Minn.

**"A" CLASS.**

Anderson, Anna	Hinckley,	Minn.
Anderson, Anthony	New London,	Minn.
Bocklund, Bessie	Wyanette,	Minn.
Brett, Mary Ellen	Sauk Rapids,	Minn.
†Broberg, Hannah Marie	Atwater,	Minn.
Campton, Chas. Edward	Hubbard,	Minn.
Clifton, Ollie Leona	Sauk Rapids,	Minn.
Cossairt, Alice Lillian	Maine Prairie,	Minn.
Courtney, Henry	Forest City,	Minn.
Courtney, Nora C.	Forest City,	Minn.
Dalager, Christine Louise	Glenwood,	Minn.
Dalager, Julia Alletta	Glenwood,	Minn.
Dundas, Margaret U.	Argyle,	Minn.
Dwyer, Mrs. Eliza	Monticello,	Minn.
Dye, Ada Frances	Brainerd,	Minn.
Engblom, Anny Elizabeth	Mora,	Minn.
Engbretson, Rosa Oline	Lowry,	Minn.
Epler, Cora Isabell	Balmoral,	Minn.
Erickson, Anna E.	Benson,	Minn.
Ferraby, George A.	Grovelake,	Minn.
Fleischer, Mignonette	Pelican Rapids,	Minn.
Franklin, Francese	Spencer Brook,	Minn.
Fredenberg, Elmer DeWitt Van	Alexandria,	Minn.

Garding, Math.	Rockville,	Minn.
Gillette, Edna A.	Clear Lake,	Minn.
Gilman, Gertrude	St. Francis,	Minn.
Grundahl, J. A.	Stockholm,	Minn.
Hedlund, Minnie	St. Cloud,	Minn.
Hildebrand, Winnie	Forest City,	Minn.
Holbrook, Minnie Alice	Howard Lake,	Minn.
Horner, Jennie	St. Cloud,	Minn.
Jermundson, Selma M.	Belgrade,	Minn.
Jodoin, Adelaide,	St. Cloud,	Minn.
Langvick, Clara Georgine	Amor,	Minn.
Langvick, Emma	Amor,	Minn.
Libby, Wm. James	Hawick,	Minn.
Lindberg, Josephine	New London,	Minn.
Lindgren, Andrew G.	Monticello,	Minn.
Lowery, Rosa Bell	Minneapolis,	Minn.
Lundstrom, Hilda C.	Rosendale,	Minn.
McGregor, Effie M.	St. Cloud,	Minn.
McLeod, Morah May	Elmdale,	Minn.
Martin, Alma L.	Spencer Brook,	Minn.
Mensing, Anna Caroline	Brockway,	Minn.
Mensing, Frank M.	Brockway,	Minn.
Nelson, Laura L.	Center City,	Minn.
Nott, Maud Gertrude	Howard Lake,	Minn.
O'Brien, Elizabeth	St. Cloud,	Minn.
Peterson, Charlotte L.	St. Cloud,	Minn.
Peterson, Emma G.	Minneota,	Minn.
Ponsford, Alice L.	Clearwater,	Minn.
Raymond, John	St. Cloud,	Minn.
Rieland, Anton Bernard	New Munich,	Minn.
Robbins, Mabel Corrine	Sauk Rapids,	Minn.
Rosenberger, Ida Margaret	St. Cloud,	Minn.

Rude, Sina Elsie	Pelican Rapids,	Minn.
Sandstrom, Ella Constance	Cloquet,	Minn.
Saunders, Lulu Arbeda	Parker's Prairie,	Minn.
Schultz, Minnie C.	Zion,	Minn.
Schultz, Will F.	St. Augusta,	Minn.
Selke, Olga Ida A.	Sauk Rapids,	Minn.
Sjoquist, Alma Olivia	Dassel,	Minn.
Skinner, Nellie L.	Royalton,	Minn.
Sondermann, Agnes	Ft. Recovery,	Ohio.
Stanley, Aphatha Julia	Sauk Rapids,	Minn.
Stauffer, Phoebe Ella	Burbank,	Minn.
Thoreson, Tomena	Clitherall,	Minn.
Thorson, Selma A.	Glenwood,	Minn.
Vettleson, Anna,	Elbow Lake,	Minn.
Warner, Eunice	Buffalo,	Minn.
Wentland, John W.	Paynesville,	Minn.
Wiley, Lulu Violet	St. Cloud.	Minn.
Young, Josephine Christine	Dalbo,	Minn.

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† Deceased.

### THIRD YEAR CLASS.

Gorman, Louise	St. Cloud,	Minn.
Macdonald, Edward Albert	St. Cloud,	Minn.
Owen, Wm. Alexander	Carlton,	Minn.
Potter, Jessie Mae	Sauk Rapids,	Minn.
Russell, Edna Gray	Sauk Rapids,	Minn.
Wikman, Victoria	St. Cloud,	Minn.
Smith, Nat Cyrus	Fairhaven,	Minn.

### SECOND YEAR CLASS.

Anderson, Albert George	Starbuck,	Minn.
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Carpenter, Vernie	Royalton,	Minn.
Clough, Ethel Wave	Spencer Brook,	Minn.
Fearon, Mary Blanche	St. Cloud,	Minn.
Fearon, Sara A.	St. Cloud,	Minn.
Hesse, Bernard	Chaska,	Minn.
Huhn, Clara U. E.	St. Cloud.	Minn.
Kinneberg, Ella J.	Ellis,	Minn.
Knieff, Arthur F.	Baylake,	Minn.
Larson, Anna	Urness,	Minn.
Larson, Signey Katherine	St. Cloud,	Minn.
Lausted, Hulda Sophia	St. Cloud,	Minn.
Lindberg, Esther W.	Cokato,	Minn.
Lowery, Margaret	Minneapolis,	Minn.
MacGregor, Anna Hart	Stacy,	Minn.
McManus, Mary Jane	Watab,	Minn.
McNeil, Alice	Elk River,	Minn.
Morgan, Gerhard J. T.	Chokio,	Minn.
Moyle, Mabel	Braham,	Minn.
Nilson, Nora Andrea	Moose Lake,	Minn.
Nordstedt, Axel Theodore	St. Cloud,	Minn.
Pelton, Flora E.	Sauk Rapids,	Minn.
Peterson, William Leroy	Verndale,	Minn.
Quickstad, Alma E.	St. Cloud,	Minn.
Rathbun, De Morma B.	Rice,	Minn.
Reimann, Gustav	Bivian,	Minn.
Ringrose, Cora Alice	Hancock,	Minn.
Ross, Robert F.	Opole,	Minn.
Savage, Estelle	Miles City,	Mont.
Shaleen, Alphild	Lindstrom,	Minn.
Shoemaker, Isabel	St. Cloud,	Minn.
Struett, Grace C.	Perham,	Minn.
Swenson, Emery Warren	St. Cloud,	Minn.

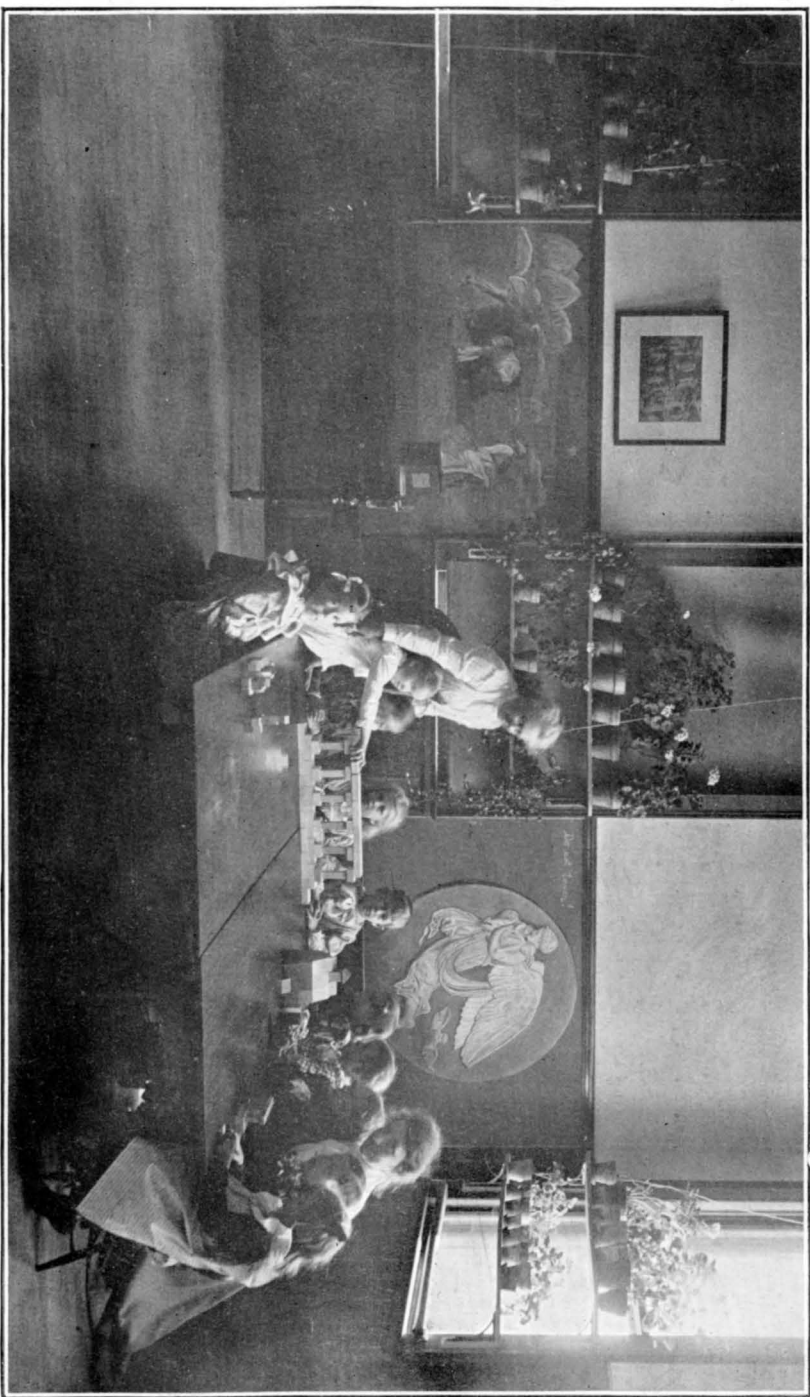
Swenson, Irene Pauline	St. Cloud,	Minn.
Tusch, Bessie A.	Duluth,	Minn.
Van Etten, Kittie	Sauk Rapids,	Minn.
Walberg, Chrstine	Detroit,	Minn.
Watzka, Vincent Joseph	Flensburg,	Minn.
Whiting, Jennie Frances	Spencer Brook,	Minn.
Ziegler, Elizabeth	Brook Park,	Minn.

*FIRST YEAR CLASS.*

Anderson, Adel Anna	Clear Lake,	Minn.
Anderson, Hank Levi	Farwell,	Minn.
Bensen, Anna Charlotte	St. Cloud,	Minn.
Bergan, Gunerius O.	Sacred Heart,	Minn.
Bosworth, Edna Mary	St. Joseph,	Minn.
Brown, Alice Anna	Foley,	Minn.
Burrows, Ella May	St. Cloud,	Minn.
Calvert, Maude Irene	Garretson,	Minn.
Campbell, Claude Melville	Melrose,	Minn.
Carr, Sarah Belle	McVile,	N. Dak.
Celin, Esther	Knapp,	Minn.
Christensen, Carl Henry	Underwood,	Minn.
Coyne, Hannah N.	Georgeville,	Minn.
Dahl, Florence Lillian	Atwater,	Minn.
DeNeffe, Anna	Spokane,	Wash.
†Edgren, Carrie Marie	Belgrade,	Minn.
Eversman, Joseph Conrad	Thielman,	Minn.
Flint, Olive	Rice,	Minn.
Foley, Minnie Loretta	Rice,	Minn.
Ford, Lee L.	Red Key,	Ind.
Franklin, Amy L.	Spencer Brook.	Minn.
Fuller, Gertrude Emma	St. Cloud,	Minn.
Gilbertson, Carrie Olea	Milan,	Minn.



Hanley, Lucy Lois	Batavia,	Minn.
Hanson, Ida H.	Brandon,	Minn.
Hawley, Esther Catherine	Hinckley,	Minn.
Hunter, Estelle	Maplebay,	Minn.
Hylton, Beatrice Devine	Sauk Rapids,	Minn.
Jacoby, Ida Kathleen	Spooner,	Wis.
Jermundson, Lydia M.	Belgrade,	Minn.
Johnson, Josephine Albertine	St. Cloud,	Minn.
Jordan, Mabel Estelle	Irving,	Minn.
Kalkmann, Marie Susan	Clear Lake,	Minn.
Kiernan, Annie Laura	Watkins,	Minn.
Kleeberger, Frank	St. Cloud,	Minn.
Larson, Arthur	Monticello,	Minn.
Lindberg, Mabel E.	Cokato,	Minn.
McAlpine, Nellie Frances	Maple Lake	Minn.
McAteer, Milda	New York Mills,	Minn.
McGray, Maude Hannah	Villard,	Minn.
McMurdy, Harriet Elizabeth	Aitkin,	Minn.
Maxson, Lucia Amelia,	St. Cloud,	Minn.
Minning, Laura	Long Prairie,	Minn.
Moen, Carrie	Maplebay,	Minn.
Moss, Guy	Kimball,	Minn.
Myers, Isabella	St. Cloud,	Minn.
Noble, Clara L.	Osakis,	Minn.
Olson, Carl H.	Brandon,	Minn.
Olson, Peter	Roseland,	Minn.
Olsonne, Cora A.	Minneapolis,	Minn.
Omann, Mathew	Brockway,	Minn.
Payne, Alice E.	St. Joseph,	Minn.
Peabody, William L.	Watkins,	Minn.
Pflepsen, Anna M.	Cold Springs,	Minn.
Pierce, Maud Mae	Hope,	N. Dak.



Rabischung, Laura G.	St. Cloud,	Minn.
Raymond, Mildred A.	St. Cloud,	Minn.
Reynolds, Arthur E.	Royalton,	Minn.
Schmidt, Albert J.	Chokio,	Minn.
Shaw, Ella M.	Charlotte Hall,	Md.
Shoemaker, Clara E.	Kimball,	Minn.
Sonstegard, Julia E.	Ringville,	Minn.
Spofford, George E.	Long Prairie,	Minn.
Stangl, Mamie,	Melrose,	Minn.
Steichen, Elizabeth	St. Cloud,	Minn.
Sutton, Fred H.	Clearwater,	Minn.
Swenson, Inga A.	St. Cloud,	Minn.
Tierney, Mary A	Anoka,	Minn.
Vickery, Myra L.	Mora,	Minn.
Weber, Margaret P.	St. Cloud,	Minn.
Wentland, Emil	Paynesville,	Minn.
Whitney, Edith B.	St. Cloud,	Minn.
Whitney, Ira Burton,	Kandiyohi,	Minn.
Wickstrom, Ida Wilhelmina	Oak Grove,	Minn.
Woolley, Minnie Pearl	Howard Lake,	Minn.
Ziegler, William A.	Brook Park,	Minn.

## TRAINING DEPARTMENT.

### GRAMMAR GRADES.

#### NINTH GRADE.

Allen, Warren	Blenkush, Christ
*Anderson, Hank Levi	Block, Joseph
Anderson, Henry	Boehm, Theressia
Anderson, Nat	*Bosworth, Edna
Andrews, John	Buckman, August
*Benson, Anna	Callahan, Edith
*Bergan, Gunerius	*Campbell, Claude

Carew, William	McNulty, Lawrence
Clarity, Edward	*Myers, Isabella
Clarity, Lawrence	Moog, William
Cotter, Frank	Moss, Cecil
Dalager, Carl	Moss, William
Dalager, Christ	Nierengarten, Peter
Dalager, Hans	Peabody, Ralph
DeNeffe, Louise	Pelton, Bernice
*Edgren, Carrie	Peterson, John A.
Edlind, Ernest	*Pflepson, Anna
Fleisch, Marie	Plath, Lulu
Freeberg, Ellen	Preiss, Martha
Gullett, W. Lou	*Rabischung, Laura
Gumper, Carrie	Rosenberger, Clara
Hill, Theresa	Roeser, Anna
Iten, Martin	Ross, Carrie
Johnson, August	Schaaf, Frank
Kaufmann, Lena	*Shaw, Ella
*Kleeberger, Frank	Shoemaker, John
Klein, Nick	*Stangl, Mamie
Kornovich, Frank	Swanson, Alice
Lommel, Alfred	Swedelius, August
Loudon, Sadie	Terwey, Henry
Mackrell, William	Totz, Emma
Maus, Hubert	Walz, Leo
Maus, Nick	Wenck, Ida
Magnerson, Minnie	*Whitney, Edith
McGee, Arthur	Wikman, Henry
McGee, Howard	*Wickstrom, Ida
McNulty, Kate	Wood, Hattie

\* Promoted to Normal Department during the year.

#### EIGHTH GRADE.

Appert, Joseph	Murphy Mary
Avery, May	Sutton Nettie
Brown, Jane	Swanson, Fred
Cambell, Mary	Swenson, Ellen
Hagberg, Arthur	Williams, Edwin
Hilder, Fanny	

**SEVENTH GRADE.**

Arnold, Edward	Murphy, Jessie
Beard, Mamie	Murphy, Rose
Cambell, Charles	Peterson, James
Flarity, Elizabeth	Teller, Maud
Liljedahl, Lillian	Warner, Charles
Lynch, George	Whitney, Grace
Mackrell, Eleanore	

**SIXTH GRADE.**

Appert, Albert	Liljedahl, Hulda
Avery, Emmet	Lindberg, Anna
Buckman, Frank	Nuerenberg, Gertrude
Bunt, Joseph	Randall, Hortense
Guy, Polybe	Schmitt, Elmer
Herrick, Lionel	Tomlinson, Sherwood
Leuck, Frank	Williams, Elmer

**PRIMARY GRADES.**

Arnold, Alma	Hulbert, Gladys
Arnold, Zella	Johnson, Richard
Atwood, Crandall	Kaerwer, Eugene
Atwood, Marjorie	Kaerwer, Fred
Beard, Charles	Krantz, Rudolph
Buckman, Arthur	Liljedahl, Frank
Buckman, Esther	Liljedahl, Petrus
Buckman, Herman	Martin, Ethel
Carew, Charles	McKelvy, Josephine
Carew, Ethel	Merris, Gertrude,
Clark, Harrie	Mitchell, Dorothy
Cooper, John	Nygren, Fred
Guy, Albert	Penney, William
Guy, George	Randall, Cotter
Herrick, Eaton	Randall, Mary



Robertson, Ralph  
 Smith, Perry  
 Stodder, May  
 Tjell, Helmer  
 Whitney, Guida

Whitney, Hazel  
 Whitney, Lucille  
 Whitney, Wheelock  
 Williams, Siegfred  
 Wright, Myra

### **KINDERGARTEN.**

Abeles, Ruth  
 Arnold, Esther  
 Atwood, Allen  
 Atwood, Crandall  
 Briggs, Teddy  
 Buckmann, Phebe  
 Buholz, Frances  
 Clark, Carol  
 Clark, Guy  
 Davidson, McCormick  
 Dunn, Margaret  
 Dunnewold, May  
 Fischer, Lucile  
 Flint, Francis  
 Flint, Leroy  
 Gardner, Bertine  
 Gardner, Marjorie  
 Grinols, Walter  
 Harris, Helen  
 Hertig, Helen  
 Hertig, Willard  
 † Hommes, Vera  
 Hubert, Conrad  
 Jerrard, Walther  
 Johnson, Eva May  
 Johnson, Ruth  
 Larson, Arnold  
 Liljedahl, Mabel

Metzroth, Carl  
 Miner, Wallace  
 Murphy, Ethel  
 Orlady, Lewis  
 Parshall, Margaret  
 Pearce, Jim  
 Price, Helen  
 Ranney, Margery  
 Roeser, Arnold  
 Roeser, Waldemar  
 Ross, Evelyn  
 Schwalen, Harold  
 Scott, Margaretha  
 Sherman, Winifred  
 Smith, Milton  
 Smith, Perry  
 Smith, Rachel  
 Stephens, Dorothy  
 Swenson, Luther  
 Thomas, Roy  
 Wakeman, Annette  
 Whitaker, Allen  
 Whitney, Lois  
 Wing, Dorothy  
 Wing, Mabel  
 Wright, Helen  
 Zapp, Otto

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† Deceased.

# Recapitulation.

## *NORMAL DEPARTMENT.*

Senior Class	-	-	-	-	-	15
Junior Class	-	-	-	-	-	15
One Year Graduate Class	-	-	-	-	-	53
Kindergarten Classes	-	-	-	-	-	3
"A" Class	-	-	-	-	-	73
Third Year Class	-	-	-	-	-	7
Second Year Class	-	-	-	-	-	41
First Year Class	-	-	-	-	-	76
						—283

## *TRAINING DEPARTMENT.*

Grammar Grades	-	-	-	-	-	113
Primary Grades	-	-	-	-	-	40
Kindergarten	-	-	-	-	-	55
						—208
						—
Total for all Departments	-	-	-	-	-	491
Counted Twice	-	-	-	-	-	14
						—
Total Enrollment	-	-	-	-	-	477

# Graduating Class, June 1, 1901.

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## *ADVANCED ENGLISH COURSE.*

Paul Ahles.

## *ADVANCED LATIN COURSE.*

Caroline Clouston.

## *ADVANCED GRADUATE COURSE.*

Marion Adamson.	Grace Irene G. Knowlton.
Mable Rose Buchanan.	Lena Josephine Lee.
Harry Eugène Flynn.	Mary Endress Ross.
Alfred W. Holliday.	Ida Eliza Scheefe.
Margaret Kelly.	Ruth Woodward.

## *ELEMENTARY GRADUATE COURSE.*

Mrs. Mabel M. Alexander.	Helen Marion Hayes.
Laura M. Bailey.	Margaret P. Irish.
Anfina M. Brown.	Nellie Louise Jameson.
Jessie Lillie Burrall.	Corina Louise Kittelson.
Nellie M. Clark.	Olive M. Knevelt.
Augusta G. Dahleen.	Marie A. Linehan.
Clara B. Ellis.	Mary B. McDermott.
Anna M. Farrell.	May McLennan.
Vera Foster.	Mary J. McMahon.
Ida Arzelie Gauthier.	Elva J. Mead.
Edith Mabel Ghostly.	Alice Cornelia Meyer.
Elsie Gray.	Ada Camilla Moe.
Alice M. Green.	Mary C. Nelson.
Grace Hendy Hammond.	Fea L. Peterson.

Daisy Maud Sartell.	Margaret H. Sondermann.
Lydia Ernestine Schaefer.	Cora Mae Twitchell.
Rachel Mary Lee Schrepel.	Gertrude R. Wallace.
Grace Eugenia Smith.	Amy Elma Westcott.
Myrtle Isâbelle Smith.	Minnie Yager.
Cora M. Smithson.	

*ELEMENTARY ENGLISH COURSE*

Anna Anderson.	Winnifred Hildebrandt.
Anthony E. Anderson.	Minnie Alice Holbrook.
Bessie Bocklund.	Jennie Horner.
Mary Ellen Brett.	Selma M. Jermundson.
Chas. Edward Campton.	Adelaide Jodoin.
Alice Lillian Cossairt.	Clara Georgine Langvick.
Henry A. Courtney.	Emma Langvick.
Nora C. Courtney.	William James Libby.
Christine Louise Dalager.	Josephine Lindberg.
Julia Alletta Dalager.	Andrew G. Lindgren.
Margaret U. Dundas.	Rosa Bell Lowery.
Mrs. Eliza Dwyer.	Hilda C. Lundstrom.
Ada Frances Dye.	Effie Mae McGregor.
Anny Elizabeth Engblom.	Morah May McLeod.
Rosa Oline Engebretson.	Alma L. Martin.
Cora Isabell Epler.	Anna Caroline P. Mensinger.
Anna E. Erickson.	Laura L. J. Nelson.
George A. Ferraby.	Maud Gertrude Nott.
Mignonette J. Fleischer.	Elizabeth M. O'Brien.
Francese Franklin.	Charlotte L. Peterson.
Elmer D. van Fredenberg.	Emma G. Peterson.
Math. Garding.	Alice L. Ponsford.
Edna A. Gillette.	John Raymond.
Gertrude A. Gilman.	Anton Bernard Rieland.
J. A. Grundahl.	Ida Margaret Rosenberger.

Sina Elise Rude.	Phoebe Ella Stauffer.
Ella Constance Sandstrom.	Tomena Thoreson.
Lulu Arbeda Saunders.	Selma A. Thorson.
Minnie C. Schultz.	Anna Vetleson.
Will F. Schultz.	Eunice Warner.
Alma Olivia Sjoqvist.	John W. Wentland.
Agnes Sondermann.	Lulu Violet Wiley,
Aphatha Julia Stanley.	Josephine Christine Young.



